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THE INFLUENCE OF AN INTERACTIVE READING PROGRAM ON ADOLESCENT STUDENTS IN MIDDLE SCHOOL

BY

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Submitted in partial fulfillment of the
requirement for the Degree Doctor of Education
Seton Hall University

2010

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Abstract

The present study was designed as non-experimental longitudinal research. This was explanatory research because the researcher sought to explain factors that produced change. The study was a panel or prospective study because the same individuals were studied over a specified period of time.

The design included both quantitative and qualitative methods. This was an investigation into the influence of an interactive reading program (Read 180) on adolescent student performance on two measures of reading and writing competency. Administrator and faculty interviews provide qualitative data on program fidelity and teacher perception of the program. The students attended three middle schools in a diverse school district in upstate New York.

The researcher analyzed group student growth across schools, interviewed administrators and teachers to elicit their perceptions of the influence of the program and analyzed the intervention on the required Special Education service for classified students following completion of the program. The researcher also assessed individual student growth for English Language Learners (ELLs) attending the program.

Results indicate that the increase in reading scores from beginning to the end of the year reading scores was significant for all at-risk general education and special education students. The semi-structured interviews of administrators and teachers showed fidelity to the Read 180 design, strong support for the structural reading elements of the program and concern for the ability of Read 180 to prepare students for the NY ELA assessment. The statistical analysis showed significant correlation between Read 180 end of the year score and ELA performance for the at-risk general education students.

The efficacy of the Read 180 program for struggling adolescent readers was supported by the quantitative and qualitative data.

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Chapter I

INTRODUCTION

The Problem

"The recent flood of information on later reading difficulties has received much attention in the United States and has created a sense of crisis in adolescent literacy that begs for immediate solutions" (Fisher & Ivey, 2006, p.180). This sense of urgency is supported by the 2009 National Assessment of Educational Progress (NAEP) statistics showing that only 34% of 8th grade students in New York are reading at a proficient level. This represents an improvement of 2% from 2007. New York State is not alone as the national data for struggling adolescent readers show only minimal growth over the past ten years.

The signing of No Child Left Behind (NCLB), by President George Bush on January 8, 2002, brought about far reaching changes in all aspects of education especially the areas of reading and mathematics. The requirement that all children be proficient in both reading and mathematics, as demonstrated by state selected measures by the school year 2013-2014, is placing unprecedented accountability on all levels of the school system but most especially on those responsible for teaching the below level adolescent reader. States are required to institute programs for students who fall below state designated benchmark scores. (Turnbull, Huerta & Stowe, 2006)

The viability of the NCLB initiatives will be determined by a required reauthorization of the law as it has been declared unconstitutional in the 6th circuit court of appeals case of the School District of the City of Pontiac, et al. v. Secretary of the U.S. Department of Education on the grounds that it has placed undue financial burden on

states (2008). The plaintiffs in the case argued that the cost of compliance to Title I, Part A of NCLB required districts to use state and local funding to cover the federal mandates and this unfunded mandate was unconstitutional.

The reauthorization of another federal law, Individuals with Disabilities Education Improvement Act (IDEA) in 2004 brought with it an optional framework for the states for evaluation and classification of students with learning disabilities. This framework is called Response To Intervention (RTI) and is important because it sets forth a hierarchy of required general education interventions prior to any consideration of classification of a child as learning disabled. Struggling readers dominate the current ranks of students classified as learning disabled. Special Education data show that over 50% of all classified students are labeled learning disabled (LD) (Turnbull, et al. 2006).

Taken together these two federal laws place responsibility on the general education faculty to achieve adequate yearly progress (AYP) for all students by remediating reading deficiencies before referring students to special education. An array of research- based interventions must be instituted and monitored for a sufficient amount of time in order to meet the guidelines of RTI.

Discussions of reading acquisition and mastery usually focus on the early elementary grades and refer to the technical aspects such as those outlined by the National Reading Panel in 2000. This publication and meta- analysis of reading studies have been declared flawed by numerous sources. For example, Garan set forth two reasons for concern: "1) the small number of studies seriously compromises the reliability of the results, and 2) the dependent variables of the meta-analysis are conceptually inconsistent" (2001, p.503).

Proponents of the Panel's work focus on the five core components of effective reading skill acquisition that are consistently recognized as solid guidelines for instruction. These components: phonemic awareness, phonics, word knowledge, fluency, and comprehension highlight the repertoire of the robust reader yet these same skill elements describe the daunting roadblocks for the struggling reader.

Currently, middle school reading instruction and remediation are at the forefront of many local district initiatives because of the requirement of NCLB that all students make AYP, and meet the proficiency requirement of 2013-2014. This is the case for the school district under study. Previously, the at-risk middle school reading programs allocated one period a day to reading instruction that usually centered on reading in the content area rather than continuing the discrete skills approach from elementary school. Title I programs historically have employed a small group pull-out model for one period a day. The methodology for the adolescent reader usually comprised vocabulary development and comprehension strategies using lockstep and tiered materials identified by all as lower level.

Background of the Problem

The school district under study was a large suburban district. Many people had moderate level incomes in the diverse population. The district previously instituted many research-based reading programs to address the proficiency requirements throughout the early elementary grades. These programs include Houghton Mifflin general classroom reading series as well as Reading Recovery, Orton Gillingham, Wilson, Waterford, Carbo Reading and small group directed reading instruction provided by certified Title I reading personnel. Despite this intense commitment to early reading proficiency, a significant

number of students still score on the first and second level of the New York State English Language (ELA) Competency exam administered in the spring each year. Students passing this exam score either level 3 or 4. The published district report card for the 2006-2007 school year, (NYSED, 2007) shows that 30% of the 649 eighth graders performed below level on the ELA with African American students at 32% and Hispanic students at 50% below level. The total number of middle school students tested in 2006-2007 was 1722 with two of the schools reaching AYP and one failing.

Within the district there are three middle schools with mid range population sizes from 500-650 students. One middle school has been designated by the state of New York as a school "in need of improvement" because the Special Education and Limited English Proficient students have failed to make AYP on the ELA exam. As a result of this designation the school is also under the oversight of the local Board of Cooperative Education Services (BOCES) for the development of supplementary education services (SES) instruction and program planning.

Despite the school district's commitment to proficient reading as a goal for all of its students, the middle school level results on the Statewide ELA for the 2006-2007 school year showed a range from 54% to 69% of students receiving passing scores of 3 or better on the assessment. In response to the number of students identified as needing Academic Intervention Services (AIS) the district has adopted a new interactive reading program Read 180. The New York State Regulation (100.1(g)) includes two components to AIS. The first component requires additional instruction that supplements the general curriculum and the second requires "that student support services need to address barriers to improved academic performance" (Kadamus, 2000, p.4).

One of the middle schools was identified by the state as a school "in need of improvement" because it met the proficiency rate for all groups except English Language Learners and Students with Disabilities. Although the district had established a partnership with New York University in 2005 to work collaboratively on issues relating to district wide referral of students to Special Education, and partnered with BOCES to standardize the Instructional Support Team support for general education students, the reading performance on the ELA was still below 70% for the middle school population.

The work with New York University produced district-wide teams that collected and interpreted data on general education interventions prior to referral to Instructional Support or Special Education, surveyed district best practice for IST, cultural competence in differentiated instruction, school guidelines policies, and forms for the IST/CST process. These teams divided the information into the categories of program restructuring, professional development, and family and community outreach. From 2005 onward the task of BOCES was to unify the district IST process, outline the RTI supports available at each school, and facilitate IST/RTI training of personnel.

During the 2007-2008 school- year the district adopted Read 180 published by Scholastic publishers (2005) for below level sixth and seventh grade students in all three middle schools. The adoption of this intensive reading program required training and reallocation of staff as well as the addition of a data manager. It also required an adjustment for scheduling two continuous reading blocks for students, an investment in computer hardware and software, and an administrative commitment to a new perspective on adolescent reading remediation.

The effectiveness of the chosen program, Read 180, (Scholastic, 2005) as a base for remediating the reading difficulties and improving individual student performance on the ELA and fidelity of implementation are the overarching questions for this researcher. The enormity of the district commitment on all fronts: time, money and students' futures, determining the effectiveness of the intervention program in reversing the below level performance of approximately 30% of the middle school adolescents was imperative.

Read 180 studies have investigated the Read 180 program as an intervention comparing growth statistically against another program. Caggiano (2007) found mixed results in his study with statistically significant growth reported for the sixth graders and no significant growth for seventh graders. Campbell (2006) studied the effects of participation in Read 180 for below level middle school students. This work did not find statistically significant growth for the students who participated.

Statement of the Problem

During the 2006-2007 the three district middle schools had passing rates below 67% for all three sixth grades and 64% for all three seventh grades. Although the district provided a number of recognized primary and remedial reading programs there continued to be a lack of substantive reading growth and poor student performance on the NY ELA assessment for the adolescent middle school students.

Statement of the Purpose

A purpose for this study was to analyze the influence of the Read 180 reading program on participating students in three middle schools in a diverse suburban school district. Fidelity to Scholastic Publishers design and teaching methodology was also studied. The Read 180 program was implemented in all three middle schools during the

2007-2008 school-year for grades 6 and 7. Different grouping strategies were employed but all classes met for 90 minutes a day for 5 days per week. Class configurations were identical in that there was a designated small group instruction area, a more relaxed independent reading area and six computer stations for the technology component.

The researcher analyzed the growth of students reading performance as reported by the Scholastic Reading Inventory test (Scholastic, 2007) which assessed student reading in the form of a lexile score equated with a grade level equivalent. The student's subsequent performance on the NY ELA assessment was compared with the lexile growth to determine if there is a cross over effect of this intensive reading and writing instruction on individual student state test performance.

The researcher also investigated the influence of the program on the different subgroups of Special Education and English Language Learners to see if there was significant ($p \leq .05$ or more) difference in growth for Special Education or English Language Learner participants.

Research Questions

Question 1. How was grade 6 and 7 student performance on the ELA during the 2008-2008 school-year influenced by student participation in the Read 180 program as assessed by the Scholastic Reading Inventory and the ELA assessment?

Question 2. How was student performance influenced by an additional year of instruction in the Read 180 program (2007-2009) as assessed by the Scholastic Reading Inventory and the ELA assessment?

Question 3. How were the reading scores of English Language Learners or Special Education Students influenced through participation in the Read 180 program as

assessed by the Scholastic Reading Inventory and the NY ELA assessment? Was there a change of the Special Education student's IEP constructed at the conclusion of the program?

Question 4. How did principal and teacher statements concerning the fidelity of the implementation and program elements of Read 180 match the needs of the students as well as the requirements for the NY ELA assessment?

Definitions of Related Terms

Accepted students. Students will be designated by ELA score and 5th grade teacher recommendation within the individual middle school.

Adequate yearly progress. (AYP) The progress as determined by the state toward the goal of proficiency for all students. (NYSED, 2008)

Board of Cooperative Educational Services. (BOCES) The state designated support and governing unit of the State Education Department overseeing local school districts in designated geographical areas.

English Language Learner. The native language of the individual is other than English and that language is the dominant means of communication and understanding for the individual.

Lexile. is a metric used by Scholastic Reading to indicate level of reading competence. Average grade level gain is 50 lexiles. Lexile equivalency is 100-400 grade 1e, 300-600 grade 2, 500-800 grade 3, 600-900 grade 4, 700-1000 grade 5, 800-1050 grade 6.

Literacy. "is not simply about decoding words on a page or recounting the chronology of a story, .rather it is about engaging with complex ideas and information through interaction with written documents" (Ippolito, Steele and Samson, 2008, p. 2).

Scholastic Reading Inventory. Initial reading inventory administered to all students entering the Read 180 program designed for grades 1-12. This measure assigns a lexile score which dictates the independent reading selections the student may read. Assignment to Read 180 would result from a lexile score below 900. This assessment is administered by computer and graded immediately.

Special Education Student. Child who has been referred to a public school district for designation as handicapped and in need of Special Education Service under IDEA.

Delimitations

The foremost delimitation of the study is the decision to investigate only those students participating in the Read 180 program. This allowed for greater depth in the analysis as well as eliminating having a control group that varied significantly in the amount of time allocated for reading instruction (90 versus 45 minute a day time block) as well as significant resource discrepancies such as CAI.

The second delimitation is the decision to solely use the Read 180 lexile score as an indication of student's reading level.

The third delimitation is the decision not to investigate the ability levels of the participating students but to accept an ELA score of 2 or lower as the grouping strategy.

Limitations

Limitations of the study will include the lack of randomization in the assignment of students to groups. The students will be chosen by school staff based upon 5th grade

ELA scores and teacher recommendation. There is a concern that the ELA test scores are used to place students in groups and this is a single administration test which may identify some students incorrectly.

A second limitation may occur in the implementation fidelity of the individual teacher to the program during the school year. The researcher will explore ways to assess this component.

A third limitation of the study was the school- based teams making decisions about the Special Education service recommended for students. While having baseline data fortified conclusions drawn from the data, the variability of the Committee on Special Education members was important limitation.

A fourth limitation was the sample size as dictated by the number of students chosen in each middle school. The roster of students per class varied with each school so that equal samples were not available from school to school.

A fifth limitation was the use of a single school district restricting the applicability of findings to other settings. This did afford the researcher the opportunity to provide in depth information to the district for administrative decisions and teacher use.

A sixth limitation was that the study was cross sectional only in capturing the influence of the program during a single year of intervention. Without a longitudinal component the researcher did not have information concerning retention of reading skills or generalization to other subject areas.

A seventh limitation of the study resulted from the lack of grade to grade analyses.

Summary

The chapter explored the status of the middle school students reading and ELA performance and the purpose of the study to investigate the influence of a new highly structured time intensive reading program as a remedy for the challenges faced for all three middle schools in the district. District partnerships with outside agencies provided research to analyze the contributing influences on the reading gap.

Chapter II

REVIEW OF RESEARCH, THEORY, AND PRACTICE

Introduction

According to an historical review of adolescent literacy by Jacobs (2008) in the spring edition of the Harvard Educational Review, the current concern over the adolescent reading is rooted in two national reports from the 1980's. During that period the publication of *A Nation at Risk* (NCEE, 1983) delivered dismal statistics such that 13% of students 17 years of age could be considered functionally illiterate with minority figures substantially higher. Shortly after that, the National Assessment of Educational Progress (NAEP, 1985) published its findings showing equally poor reading proficiency for adolescent readers. Recent data from the Department of Education (2004) in its paper *Twenty Years After: A Nation at Risk* showed a flat line of virtually no growth in reading for 13 year olds from 1984 to 2004.

According to Jacobs (2008), knowledge of this crisis in adolescent competence did not divert the focus of reading instruction in the 80's and 90's from the elementary level. A variety of reading programs targeted specific decoding skills sets and directed instruction of vocabulary. Furthermore several programs supported language experience with an emphasis on linguistic exploration and comprehension. In Hock, Brassier, Dressler, Catts, Marquis, Mark & Stribling's (2009) study of struggling adolescent readers in urban schools they cited 2002 data showing continued federal support for early elementary reading programs versus adolescent programs, noting that the Title I funding for grades K-6 was $10.49 billion while the Title I funding for grades 7-12 amounted to $1.85 billion. In addition they report that Reading First (for grade K-3) received $1.04

billion versus $24.8 million dispensed for Striving Readers which supports grade 6-12 programs. (Hock, et al., 2009)

Additional reading policy work in the late 1990's shed significant light on required skills for students labeled proficient readers. The first position paper of note is the paper on adolescent reading by the International Reading Association (IRA) (Moore, Bean, Birdyshaw, & Rycik, 1999).

The commission designated seven principles supporting adolescents' literacy growth:

1. Adolescents deserve access to a wide variety of reading material that they can and want to read. (p.4)
2. Adolescents deserve instruction that builds both the skill and desire to read increasingly complex material. (p.5)
3. Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers. (p.6)
4. Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum. (p.7)
5. Adolescents deserve reading specialists who assist individual students having difficulty learning how to read. (p.7)
6. Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics. (p.8)

7. Adolescents deserve homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed. (p. 9)

Immediately following this report the NPR published its meta- analysis of essential components required for effective reading instruction. Recognizing that Garan (2001) and Krashen (2001) wrote pointed criticisms of the reliability and validity of the findings cited , Ehri and Stahl (2001) clarified the research cited and defended the work specifying Garan's inaccuracies. Therefore putting aside the conflict over NRP's meta-analysis, specific findings needed attention in the larger picture of requisite reading skills at any age of development. While not targeted specifically at the adolescent population, the NRP findings listed five major areas of instruction required for the development of proficiency in reading. They named: (a). Alphabetics-the study of phonemes, the smallest spoken units of language. (b). Phonics-the study of letter sounds and spelling patterns. (c). Fluency-the ability to read orally with accuracy and speed. (d). Vocabulary development (e). Comprehension-understanding and interpretation of story content. Although controversy still abounds over the reliability of the criteria chosen for the NRP studies and hence the conclusions drawn, the five components of reading instruction are reiterated in many subsequent policies and studies (Garan 2001; Grossman, 2001; Ehri & Stahl 2001; & Krashen, 2001).

Analyzing adolescent comprehension, the Rand Reading Study Group (2002) summarized research and research-based practice in the area of reading comprehension in an effort to focus future research and practice. The Rand report listed the following four concerns which were the impetus for the study and position paper. They were (a) demand

for literacy skills is high and getting higher; (b) the achievement gap between children of different demographic groups persists; (c) high-stakes tests are affecting reading comprehension instruction in unknown ways; (d) the preparation of teachers does not adequately address children's needs for reading comprehension instruction (Snow, 2002).

Although the Rand study focused on comprehension, it pointed to the lack of defined practices for skills training past grade 3 and pinpointed the gap that still exists for diverse and ELL students. The final elements of reading comprehension were posited as (a) the reader who is doing the comprehending; (b) the text that is to be comprehended, and; (c) the activity in which comprehension is a part. These elements were influenced by the experiences that the reader brings to the task as well as the socio-cultural context in which the activity occurs.

The literature targeted the lack of growth in adolescent reading proficiency and looked to the plethora of research from the last decade to provide clarity and direction for the resolution of this lack of adolescent proficiency. In a review of the literature on marginalized adolescent readers Franzak (2006) analyzed the multiple forces shaping literacy learning for marginalized adolescent readers. Some factors influencing adolescents' difficulties ranged from a lack of basic skills competency, a lack of connection with and understanding of print in context and the myriad components of the meta- cognitive aspects of adolescent thinking about thinking. One point that emerged was that educators talk about adolescents as distant from text yet on a social level they are often using computers and phones to communicate textually. One issue was that their literacy uses are narrow and limited to small bits of text on a very concrete level (Franzak, 2006).

In the 2009 Handbook of Adolescent Research, Christenbury, Bomer, and Smagorinsky, studied federal policies that highlighted adolescent literacy. Those were: the American Diploma project, the Striving Readers programs, the influence of No Child Left Behind and the work of the National Endowment for the Arts, the Alliance for Excellent Education and the National Adolescent Literacy Coalition (p. 3).

The report Alliance for Excellent Education, authored by Heller, & Greenleaf, (2007) acknowledged the importance of early literacy competence and concluded that the majority of the expenditures to education have targeted programs to support early reading improvement. The Alliance also declared that "without ongoing literacy instruction, students who are behind in reading when they enter the middle grades likely will never catch up" (p.2).

The last administration of the National Assessment of Educational Progress (NAEP) in 2009 tested 160,900 adolescents from 7,030 schools.

The three reading cognitive targets were: 1. locating and recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story 2. When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text 3. When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text (p.5).

The 2009 NAEP executive summary stated the average reading score for eighth-graders was up 1 point since 2007, 1 point since 2005, 3 points since 1992; however, the trend of increasing scores was not consistent over all assessment years. In comparison to

both 1992 and 2005, the percentage of students performing at or above the Basic level increased with no change noted in the Proficient level. The overall performance of eighth graders in 2009 showed 3% at the Advanced level, 32% at the Proficient level and 75% at the Basic or partial mastery level interpreted as below grade level. The data starkly supports the position that a very real crisis still exists in adolescent literacy. Gerald Bracey (2009) cautions educators about using the NAEP results as an indicator of overall national performance as he cites confusing administrative and interpretive processes.

The Reading Next report to the Carnegie Corporation (Biancarosa & Snow, 2007) highlights the complexity of meeting the needs of struggling adolescent readers because of the wide range of interventions required. This report outlined 15 instructional and infrastructure improvements as key elements for the improvement of adolescent reading. These elements are:

1. Direct, explicit comprehension instruction
2. Effective instruction principles embedded in content
3. Motivation and self-directed learning
4. Text bases collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. A technology component
9. Ongoing formative assessment of students
10. Extended time for literacy
11. Professional development
12. Ongoing summative assessment of students and programs
13. Teacher teams
14. Leadership
15. A comprehensive and coordinated literacy program

(p.12)

The skill competence of this group spans basic decoding to comprehension of subject specific text. Comprehension strategies include "the ability to grasp the gist of a text, to notice and repair misrepresentations, and to change tactics based on the purposes

of reading" (Biancarosa & Snow 2007, p.8). Hock et al. (2009) reported that while struggling adolescent reader's greatest deficit areas were fluency and comprehension many poor readers also possessed deficits in word attack, decoding, word recognition and rate of word identification. They found that 61% of the struggling reader group scored low on all component reading skills. They recommended instruction in the broad base of reading skills for struggling adolescents and recommend the reallocation of resources to provide highly intensive, concentrated instruction on these skills.

English Language Learners (ELLs)

According to the 2006 Census report diversity plays a prominent role among the school population with 21% of the students reported speaking a language other than English at home. Of this 21%, 16% reported speaking English fairly well. Despite these encouraging data the NAEP reading results for 2007 showed that the score for Hispanic students had not changed significantly in comparison to 2005.

The development of reading programs for students with English as a second language has many linguistic and acculturation concerns over and above teaching the structural and comprehension components of the written word required for fluency. A study conducted by Ivey and Broaddus (2007) on adolescent Latino beginning readers emphasized self-selected readings and whole and small- group instruction using high interest readers. The result of poor reading intervention for these learners results in limited school success and reduced opportunities in work and societal standing (Grant & Wong, 2003).

In their review of research on English Language Learners who struggle with reading, Klingner, Artiles and Barletta (2006) summarized differences between second

language readers and native English readers. They highlight the importance of phonological awareness and vocabulary development in predicting second language reading achievement. They also identified factors that correlated with later reading achievement, whether in English or in the native language, including phonological awareness, print awareness and alphabetic knowledge. They recommended more in depth assessment of the language skills of students prior to beginning the pre-referral process for Special Education due to delayed reading performance.

Studying strategy instruction for reading comprehension skills, Lewis-Moreno proposed a shared responsibility on the part of teachers in developing the cultural and linguistic structures that students need to succeed in the mandated assessments and day-to- day expectations of the academic environment.

Ehlers-Zaval (2008) expanded the role of the general education teachers who are instructing ELL students so that they have the skills to teach for language transfer, thereby understanding the sociolinguistic differences affecting students' literacy practices. The report also suggested that teachers be knowledgeable about the literacy practices students bring to the classroom. Connecting to their own language resources assists students in their understanding of English. In an overview of successful programs, Walker –Dalhouse (2008) researched students in High Achieving Urban schools finding that teachers operationalized cultural connections by using contemporary texts to highlight the students' culture and experience. "Successful urban teachers make students' cultural and linguistic experiences and differences visible and use this knowledge as a resource for developing content skills."(p.423) Cummins (2007) supported the active

engagement in reading citing Ladson-Billings cultural validation promoting engagement with instruction.

Ehlers-Zaval (2008) recommended seven instructional strategies for classroom teachers:

1. Sensitize ELL's to the different ways in which writers compose texts to communicate situation and purpose. (p.83)
2. Provide ELLs with opportunities to discover how texts interact with other texts, thus introducing them to the concept of inter-textuality. (p.84)
3. Teach learners how linguistic choices in academic texts are tied to context, such as the use of cohesive devices, conjunctions and clauses, combining strategies, nominalization, and grammatical metaphors. (p.84)
4. Help students understand the purposefulness of writing in that it entails decision making, which is also culturally mediated. (p.84)
5. Expose students to authentic academic texts that have been developed for native speakers and have not been simplified or abridged for non native speakers. (p.85)
6. Expose students to the diversity of academic discourse within genres. (p.85)
7. Guide students into understanding the responsive nature of texts. (p.85)

In a summary of the findings of the National Literacy Panel on Language Minority Children and Youth, Barclay (2007) added that another important finding from the research was the importance of oral proficiency in learning to read and write well in English as well as immersion in an environment that allowed the student to listen, observe, participate, and interact with others. The panel provided suggestions on how to

adjust instruction for ELLs in each of the five component reading skill areas of the National Reading Panel and confirmed that types of instruction appropriate for English speaking students would also be effective for ELLs with some modifications (Barclay, 2007; Teale 2009).

Current Research on Adolescent Literacy (2009)

Research on adolescent literacy pinpoints that the discussion of literacy resides in specific school- based reading and many reading teachers acknowledge that the proficiency data reported have been gathered through standardized state testing rather than from curriculum based or portfolio design submissions.

Lenski (2009) reported that the Commission on Adolescent Literacy recommended that "adolescents deserve instruction that builds both the skill and desire to read increasingly complex material, that adolescents need well-developed repertoires of reading comprehension strategies, and that adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension across the curriculum" (p. 45). Lenski acknowledged the continued need for precise teaching of decoding skills while pursuing the more complex elements of fluency and comprehension usually associated with adolescent-level reading.

While proficiency may be defined by the standardized tests in one manner, one goal of reading instruction should be to provide the student with an array of competencies which allow him/her to proceed through text fluently with an ability to interpret and analyze the content or the author's voice. In the literature there is a clear break from the previous emphasis on adolescent motivation to read and a focus on the array of skills and experiences that should be tapped in order to raise the proficiency of the struggling

adolescent. The Alliance for Excellent Education, (Biancrosa & Snow, 2004) proposed two main areas; the first was instructional improvement including direct, explicit instruction in comprehension, improvement in content area skills, and self-directed learning and reflection; the second area was exploring extended time for literacy with a comprehensive school wide literacy commitment. The authors outlined 15 recommendations which would be adapted to the needs of the students in the school and community. Nine of the recommendations are instructional improvements and six are infrastructure improvements.

Current Research on Adolescent Literacy Using Read 180

The U.S. Department of Education (Miller, 2009) was funding adolescent reading programs under the Striving Readers program. The 2009 list of eight funded programs includes four using the Read 180 program to remediate the reading skills of students identified at the bottom quartile of their class or those scoring in the lowest range of the statewide assessment.

The personnel from the Recovery School District in New Orleans reported program fidelity issues because of structural inadequacies such as lack of wiring in the buildings for the computer component and staff issues of adequate training in the varied decoding and comprehension components. (Maxwell, 2008)

Recent studies conducted within the past five years have compared two methods of instruction evaluating the impact of one type of intervention over a typical reading intervention model for a particular school district. Three studies completed as partial fulfillment of doctoral work have measured gains obtained by adopting the Read 180 program by comparing it to another commercial product (Caggiano, 2007; Campbell,

2006; & Kratofil, 2006). While student gains have been positive, the lower level of the intensity of the control group instruction was cited as a concern. Researchers have also studied teacher fidelity to the program, principal leadership and teacher perception of the Read 180 program.

Researchers who conducted studies as part of the Scholastic Corporation research, specifically Pearson and White (2004), reported that participating Fairfax County Public School students showed gains as substantive as 1 year in comprehension with nearly half of the participants achieving gains greater than the equivalent of two grade levels with the lowest performers reporting the most improvement. Slavin, Cheung, Groff & Lake, (2008) reviewed the research on four types of approaches to improve the reading of middle and high school students. They reviewed eight Read 180 studies lasting one year having sample sizes ranging from 110 to 2,058 adolescent students. They computed a mean effect size across the eight studies of +0.24. Using a general statistical guide this would indicate a small effect but it should be noted that each study cited had a positive effect on student reading performance and all used Read 180 compared to children in control groups.

Leadership

The ability to move a school district to a higher level of student performance requires components of leadership as well as teacher skill enhancement. Clearly defining the target and marshalling the resources to attain the goal are two elements essential for success.

Collins (2005) study of the leadership dynamics that led businesses to move from good to great companies pinpointed phenomena described as the hedgehog concept

identifying what you need to do to be the best and steadfastly holding to that goal. In his Social Sector work Collins also describes the flywheel principle that once momentum begins "it breeds support and commitment, which breeds even greater success "continuing round and round like a flywheel. (p. 24)

Reeves (2009) referred to the flywheel in his example of a high school that identified as its goal of reversing 1,000 course failures and the changes required to reach that goal. Reeves' identifies policies and interventions that were required to turn a failing system into a successful responsive school. The situation is parallel to the district under study where repeated failure of the at-risk students' reading performance required identification of practices in need of change, the selection of a research-based program and recruiting and training staff to steadfastly carry the change forward.

Special Education Best Practice in Reading

Research by Shaywitz and Shaywitz (2004) on dyslexic youngsters outlines the importance of in-depth remediation of the five components of reading as outlined by the National Reading Panel. Specifically, "dyslexia contributes to 80% of all students classified as learning disabled and an estimated 5-17 percent of all children and adults in the United States" (p.8). The major findings of their research follow the components of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. They emphasized that these skills must be taught systematically, comprehensively, and explicitly. One finding of their research focuses on the benefit of repeated oral reading with feedback and correction.

While confirming the required remediation in the areas of the five components of reading Roberts, Torgesen, Boardman & Scammacca (2008) added motivation to the list

for adolescent students with learning disabilities because of their history of difficulty, repeated failure, and classification. This research pointed to instruction powerful enough to engage the student while bridging the wide gap between the students' skill levels and expected performance levels. They pointed out that the duration and intensity required a change in current programming for struggling adolescent readers.

Response to Intervention (RTI)

Response to Intervention is a paradigm that called for extensive general education instructional and behavioral supports prior to a formal referral to special education. RTI was added to the 2004 IDEA eligibility criteria available to school districts when considering a student for a classification of leaning disabled. It has been described as a pyramid of general education teacher and team interventions or tiers each using researched based interventions to ascertain student's response or non-response to the interventions. This hierarchy of interventions was developed as a means of catching students early through data based screening and providing modified instructional support in order to prevent subsequent failure and classification as learning disabled (Brown-Chidsey & Steege, 2005; Lane & Mengis 2002; Vaughn 2003).

The first level or Tier 1 of RTI is based solely in general education and requires the early screening of all students to identify those students who might be "at risk" for a disability because of inadequate or delayed early literacy skills . Once identified as at risk the student is provided either short term remedial instruction by the teacher or some form of peer mentoring, flexible grouping or alternate literacy support. The classroom teacher closely monitors the intervention for a short period of time, perhaps 6-8 weeks, at which time the data on the "at risk" students is reviewed by the teacher who determines the

success or failure of the student's response to that intervention. If the data on a student does not meet an acceptable level of progress then the intervention is moved to a more intense level tailored to the individual student's needs. With the assistance of a school-based team a supplemental general education instructional support is chosen such as direct reading instruction in a small class, for three to four times a week. This level of intervention is called Tier 2. Tier 2 is more individualized than is Tier 1 and the students are now being more closely monitored for their response to the instruction provided. The third tier is for students who have the most severe reading delays and are identified by the members of the school-based support team as needing a more intense or specialized reading program provided for as much as 90 minutes a day, 5 times a week. All of these interventions are provided within the general education environment. At the Tier 3 level a chronically unresponsive student would be referred for Special Education (SE). Read 180 would be described within this paradigm as a Tier 3 intervention as it would meet the research based, data driven, intense remediation required for this tier.

Read 180 Description

The program that is shown by studies as a robust and multifaceted instructional design is Scholastic's Read 180. This program was originally developed by Dr Ted Hasselbring of Vanderbuilt University as a prototype for computer software that would assist the instructor to differentiate the reading instruction for an individual or small group of students. In 1994 Dr. Hasselbring partnered with Dr. Janet Allen of the Orange County (Florida) Literacy project where the computer component became part of the larger instructional initiative. The original model consisted of a 90 minute instructional block divided into 20 minute rotations covering a teacher directed lesson, a 20 minute

computer segment, and an independent reading component with introductory and closure elements specified in the design.

To explain the complexity of this program each segment is discussed in greater detail here:

Small Group Instruction

The small group segment uses level B of the program for the middle school population and this consists of small-group story exploration under the supervision of the teacher and scripted activities constructed to teach organizational skills, problem solving, identification of main idea and model effective reading strategies in the group setting. Lessons in grammar and usage and mechanics are included in this component. Several materials are available including DVDs to introduce the stories and writing prompts to record impressions and develop analyses of the story content and import. Students meet with teachers individually during this time block.

Instructional Software

The computer-assisted segment is divided into four zones. Each student is given an SRI assessment upon entry into the program and based upon the lexile score generated by the assessment, individual work is leveled for each student. The first zone is the reading zone where the student initially views a short video to gain background information and then is asked to read independently one of four leveled passages with varying computer support. The student also has the option of listening to a summary of the story in one of five languages.

Once the student has read the story, he/ she is given a multiple choice quiz on the passage with immediate feedback on the correctness of his/her response. Upon successful completion of this component the student moves on to the next zone.

The second zone is the word zone where the students will identify words from their individualized leveled reading lists. At this point, students see and hear the words and make their own recording of the word pronunciation. The students then review previously mastered words and hear their own recording of this vocabulary. Following this component, the students listen to their recording and compare it to the announcers' pronunciation. The students then move to rapid word identification and select a study or review word. The last component is the review of words which the student has yet to master and they will be pronounced rapidly for identification. Throughout this segment students are actively engaged is recording their reading and word identification and conducting self checks of their performance.

The third zone is the spelling zone where the student hears and spells words from the passage and receives immediate feedback as to what was spelled incorrectly. The second phase requires that the student spell each word for the recorder. The next segment prompts the students and they must spell the word correctly immediately. Lastly, the student is shown passages and he or she must proofread them for accuracy and misspellings.

The last zone of this segment is called the success zone. Students reach this zone only after successfully completing the prior three zones. In this zone the students make a final oral recording of the entire passage. During this segment the students read several

summary passages and choose the most appropriate one, as well as fill in the blanks of their passage and complete a final recording and word check.

An important component of this software piece is the continuous data gathering that occurs throughout the zone exercises. Teachers are able to pull several reports and monitor student attention and time on task as well as decoding accuracy.

The last of the three segments is the modeled and independent reading segment. During this time period students select from a library of leveled paperback books chosen for their high interest, gripping story lines and proven compatibility with adolescent interest. There are a selection of leveled books and audio books in order to infuse the practice element into the reading segment (Scholastic, 2005).

Summary

The researcher provided research concerning the continuing national plateau in adolescent reading competence, theories of optimal strategies for adolescent reading instruction as well as reports concerning school based intervention models. The research cited in this chapter focused on several pivotal areas. The first area reviewed cited literature pinpointing the change in instructional perspective concerning adolescent reading. The previous perspective focused on literary forms and comprehension changing currently to a more in-depth skills-based approach paired with extending reading and interpretive comprehension strategies Additional research cited components of optimal learning such as small class size and instructional technology. The leadership research cited gave a general view of elements of an organization that make it successful in setting and reaching its goals. Lastly, research concerning participants such as English Language

Learners and Special Education students was pinpointed. The author cited recent research on the Read 180 program as a successful intervention for at-risk adolescent readers.

Chapter III

DESIGN AND METHODOLOGY

Introduction

The major purpose of this study was to evaluate the influence of the instructional program Read 180 on struggling adolescent readers in three middle schools in one school district. This evaluation provided data about student performance and qualitative administrative and teacher information for use by the administration in the future. The primary concern in adopting the program was to raise the reading scores of the lowest performing students and thereby raise the percentage of students passing the ELA in each middle school. A secondary concern for the administration was the commitment of financial resources as well the dedication of staff time and training to continue the program.

Setting

The site for the study is a mid- sized (7,000 student population) suburban school district in northern Rockland County, New York with three middle schools serving grades 5,6 and 7. Each of the district middle schools serves more than 450 students coming from five local elementary schools. Students from the middle schools graduate to an 8/ 9 Center which physically unifies all of the students in the district. While the geographical setting is suburban, two schools enjoy a residential placement and the third is located in an active town hub.

Design

Burke Johnson (2001) has developed a matrix for describing the design of non-experimental research. Johnson quoted Kerlinger (1986) in defining non-experimental

research as "systematic, empirical inquiry in which the scientist does not have control of independent variables because their manifestations have already occurred."(p.3) Using Johnson's model this study should be described as non-experimental longitudinal research because data were collected at more than one period of time and explanatory because the researcher sought to explain factors that produced change. The study was a panel or prospective study because the same individuals were studied over a specified time period.

The research design included both a quantitative and qualitative methods. The quantitative component was a pre-test post test method with a treatment component administered to half of the participants over a 1 year period and another half over a 2 year period. The students were assigned to groups by the individual school administrators so the selection of subjects was purposeful for the program requirements of the district irrespective of any research considerations. Students in the Read 180 program participated in classrooms of one or two teachers (including a teacher's aide) had been trained in traditional reading strategy instruction or special education. All teachers received training in Read 180 either through the SRI company or turn- key district professional development

The students were administered the SRI at the beginning of the program and quarterly throughout the school year. The lexile data generated from the SRI at the beginning and end of the year were used .For the seventh grade students beginning and final lexile scores for both years were analyzed to determine if the length of time in the program has a significant effect on performance. In addition, all students participated in the New York State ELA assessment for their respective grade. The scores from both

measures were analyzed using an Matched Sample t-Test to demonstrate reading growth and the Kendall's Tau-b to investigate reading growth with passing the ELA. These statistical measures were computed for general education, special education and ELL students.

The qualitative questions were modified from a questionnaire developed by Scholastic probing program fidelity and teacher perception of program efficacy using a semi-structured interview process. An administrative questionnaire was constructed by the researcher to probe administrator's experiences and their perceptions of the efficacy of the program from the administrative frame.

The researcher studied whether significant growth occurred for students participating in the Read 180 program for 1 year or for a seventh grade group having participated a prior year. The lexile growth measured by the Scholastic Reading Inventory (SRI) was analyzed in conjunction with the ELA score obtained for each student to determine if significant growth occurred and whether growth in reading was a predictor of performance on the ELA. In addition to the SRI and ELA data qualitative data were also collected to contribute depth to the pre-and post test data. Administrator and teacher interviews were conducted using a semi structured questionnaire designed to measure program fidelity and elicit practitioner comments about the efficacy of the program. These data were triangulated with the SRI and ELA data.

The participating students were recommended for the Read 180 program based on a score of 1 or 2 on the New York State English Language Arts assessment, teacher recommendation, and data from language testing or individual educational testing for Special Education. Below level of performance on the ELA qualified the students for

Academic Intervention Services which were defined as "services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12" (NYSED, 2000).

These services include two components:

1. Additional instruction that supplemented the general curriculum (regular classroom instruction) and/ or

2. Student support services needed to address barriers to improved academic performance. (NYSED, 2000 p.4))

During the 2007-2008 school- year the school district implemented Read 180 classes in each of the three middle schools for those students who performed below level on the ELA. Each of the classes met for 90 minutes and adhered to the Read 180 guidelines for grouping and daily rotation of students through program components consisting of an introductory period, three rotations of 20 minutes instruction, independent reading, and computer assisted instruction. The computer assisted instruction (CAI) was available in each room so that students could use the interactive components and the teacher could analyze the on- going data available from this component. Each lesson concluded with a wrap up session by the teacher.

Research Questions

Question 1: How was grade 6 and 7 student performance on the ELA assessment during the 2008-2009 school year influenced by student participation in the Read 180 program as assessed by the Scholastic Reading Inventory and the ELA assessment?

Question 2: How was student performance influenced by an additional year of instruction in the Read 180 program (2007-2009) as assessed by the Scholastic Reading Inventory and the ELA assessment?

Question 3: How were the reading scores of English Language Learners or Special Education Students influenced through participation in the Read 180 program as assessed by the Scholastic Reading Inventory and the ELA assessment? Was there a change of the Special Education student's IEP constructed at the conclusion of the program?

Question 4: How did principal and teacher statements concerning the fidelity of the implementation and program elements of Read 180 match the needs of the students as well as the requirements for the ELA?

Method

The researcher proposed to assess the progress of students in the program across the three schools and to look at certain unique groups such as bilingual and special education students within the program. There were approximately 78 students in grade 6 and 73 students in grade 7. Fifty-one of the seventh grade students had a prior year in the program from 2007-2008.

The district technical support specialist completed the Institutional Review Board training so as to be knowledgeable about transferring data in an anonymized format. The data from all of the participating students was entered into SPSS for the Paired Sample t Test and Kendall Tau-b analysis. The interview responses were sorted by the ACH program to determine which statements were the most and least consistent with the research questions.

The students were administered the SRI at the beginning of the program and quarterly throughout the school year. The lexile data generated from the SRI at the beginning and end of the year were used .For the seventh grade students beginning and final lexile scores for both years were analyzed by paired sample t-Tests to determine if the length of time in the program had a significant influence on performance. In addition all students participated in the New York State ELA assessment for their respective grade. The scores from both measures were analyzed using a Kendall Tau-b. Data were sorted for general education, special education and ELL students. Finally a regression was used to assess potential difference for gender or ethnicity.

The qualitative questions were modified from a questionnaire developed by Campbell (2006) probing program fidelity and teacher perception of the program efficacy using a semi-structured interview process. An administrative questionnaire was constructed by the researcher to probe their experiences and their perceptions of the efficacy of the program from the administrative frame.

Administrators of each building were invited to participate in the structured interview. The interviews were conducted in the principal's office at a time convenient for them. The Administrative questionnaire was used and answers were recorded for transcription.

Teachers participating in the Read 180 program were asked at a district wide meeting if they wished to voluntarily participate in the semi structured interview. Any teacher was free to decline the request. Teachers responding positively were interviewed individually by the researcher using the same questions in an open ended format. Permission was obtained to tape the interviews and they were transcribed by the

researcher in order to maintain confidentiality. The interviews were analyzed using the "Analysis of Competing Hypothesis "(ACH) (Palo Alto Research Center) software for greater reliability of interpretation.

In addition to the aforementioned statistical analysis, Special Education students had baseline information on their placement and amount of Special Education service provided before and after completing the program analyzed using a t test.

In conclusion, the study was conducted during a single school year and used data supplied by the school district personnel. A meeting took place prior to the beginning of data collection in order to determine a procedure for the transfer of the information in a coded format so as to protect the confidentiality of the subjects. The data manager for the program has been designated by the Superintendent as the person to assist with this requirement.

The researcher visited each school in order to interview volunteer administrators and teachers for the semi-structured interviews. These interviews were all conducted in private and with permission given to tape and transcribe the responses. Transcriptions were typed by the researcher in order to maintain confidentiality.

Pre-test and post- test data were analyzed to determine statistical significance of the research questions. A final report will be submitted to the school district for the advancement of their fund of knowledge and evaluation of this program for future use.

Chapter IV

ANALYSIS OF RESULTS

This chapter presents the data and statistical analyses of data collected on the reading program and the ELA performance of sixth and seventh grade students who participated in the Read 180 program during the 2008-2009 school-year. The SRI lexile scores from sixth grade were also obtained for participating seventh grade students providing data on this group for 2 years 2007-2009.

The Read 180 program was a 90 minute a day general-education initiative that was taught to approximately16 students per class using a rotational design that created smaller groupings focused on individual, group and computer instruction in important vocabulary, fluency and comprehension skills.

The researcher investigated whether student participation in the Read 180 program improved student reading strategies including comprehension and writing to a sufficient point that the student passed the NY State ELA assessment administered in the spring of each year. Student scores were analyzed to determine whether specific sub-groups such as Special Education students or English Language Learners made sufficient gains in reading and passed the ELA assessment.

To enrich the analysis of the data provided the researcher interviewed principals and teachers to confirm program fidelity to the structure of the Read 180 program and to elicit their opinions about the efficacy of the program. First- hand knowledge of the program in relation to the needs of the districts' students was considered a valuable component of the study.

All of the information derived from this analysis will be provided to the district personnel for their use in refining components of the program.

In the first section of this chapter the researcher describes the setting for the study. In the second section the researcher reviews the research questions and the data analyses. The third section includes a computer analysis of responses to the semi structured interviews conducted. The semi structured interview questions are presented in Appendices A and B.

Setting for the Study

The northern New York school district served 7,923 students in grades kindergarten through high school. There were five elementary schools, three middle schools, an eight-nine center and one high school. During the 2008-2009 school year there were 1,742 students attending the three middle schools.

There were factors unique to the each of the middle schools in the district. Those factors included varying numbers of ELL, Special Education and Disadvantaged students in each school. The ethnic distribution also reflected the cultural background and familial education of those students. Although the district re-distributed student enrollment 10 years ago in order to remedy any disproportion at that time, there were still higher numbers of disadvantaged and ELL students attending one school located in the town center as opposed to the other two more rural schools.

Tables on the following page provide data from the 2008 NY State School Report Card on the breakdown of demographic distribution and poverty level for the three schools.

Table 1

Student Demographics by School, Economic Disadvantage and Ethnicity

Middle School	1		2		3	
	n	%	n	%	n	%
English Language Learners	40	6	36	6	76	14
Eligible for Free Lunch	127	18	126	22	172	33
Eligible for Reduced Lunch	41	6	51	9	56	11

Racial/Ethnic Origin

Middle School	1		2		3	
	n	%	n	%	n	%
American Indian, Alaskan	11	2	2	0	1	0
Asian, or Pacific Islander	17	2	27	5	13	2
Black-African American	72	10	87	15	79	15
Latino-Hispanic	234	33	194	35	258	49
White	370	52	252	45	176	33
Multiracial	1	0	0	0	0	0

Table 1 shows that one of the three schools educated twice as many ELL's of mostly Hispanic decent and provided programs for the highest number of students of poverty. This was also the school designated by the State as in "need of improvement" for not meeting AYP for the ELL and Special Education students.

The Scholastic Read 180 program served at least two sections of students in each middle school in grades 6 and 7 during the 2008-2009 school-year. Students assigned to the program scored 2 or below (out of a possible 4) on the ELA the year prior to entry. Table 2 shows the number of students who took the exam and the percentage of students who scored 3 or higher on the ELA during 2007-2008, 2008-2009, as well as the passing rate data which was available at the time of the proposal to study the program in 2007.

These scores represent the entire student body of each building and at baseline demonstrate the rate of growth attained over the period of 3 years. The percentage of gain

varies from 11% to 32% for the grades and schools and reflects the district-wide effort to identify student needs and develop programs to improve student performance. The Read 180 program was one such program chosen for its research- based structured method.

Table 2

Pass Rates and Percentages of Middle School Students for ELA Exam in 2006-2007

School	No. Grade 6	Passing %	No. Grade 7	Passing %
1	171	58	185	55
2	185	67	184	64
3	201	65	234	54

Pass rates and percentages of Middle School Students for ELA exam in 2007-2008

School	No. Grade 6	Passing %	No. Grade 7	Passing %
1	288	75	209	71
2	182	64	192	76
3	144	66	164	68

Pass rates and percentages of Middle School Students for ELA exam in 2008-2009

School	No. Grade 6	Passing %	No. Grade 7	Passing %
1	243	85	233	87
2	180	81	188	88
3	178	76	151	76

Table 3 presents the 2008-2009 Read 180 participant count in each of the three middle schools. This shows the total of students who attended for the full year covered by the study.

Table 3

General Count of Read 180 Participants in 2008-2009

School	No. Grade 6	No. Grade 7	No. Grade 7 in 2nd year
1	21	16	9
2	25	10	19
3	34	10	21

Data Analysis and Results

The data on the beginning, ending Read 180 lexile scores, and the ELA assessment scores were released by a representative of the school district. There were 78 sixth grade and 32 seventh graders who participated for 1 year only. There were 51 seventh grade students who participated for 2 years. Demographic data from NYSTART, the New York State data management site, were also provided by a representative of the district to determine the influence of factors such as student gender, ethnicity, economic disadvantage, Limited English proficiency and Special Education classification.

Question 1. How was grade 6 and 7 student performance on the ELA during the 2008-2009 school year influenced by student participation in the Read 180 as assessed by the Scholastic Reading Inventory and the ELA assessment?

The Paired Sample t-Test results are presented in three stages for each section:

1. A table of simple mean comparisons is presented, which demonstrates the descriptive statistics for the beginning of the year score and the end of the year score,
2. A significance test for the difference between the beginning of the year reading score and the end of the year reading score is presented next,
3. Finally, a correlational analysis is presented to determine whether or not higher scores at the beginning of the year were related to higher scores at the end of the year (determines if one's ranking in the class or performance relative to their peers remains stable in the presence of the program).

Table 4

Paired Sample t-Test for Students Participating 1 Year Only

Grade at Year One			Mean	N	Std. Deviation
Sixth Grade	Pair 1	Beginning of year 1	549.54	78	234.764
		End of year 1	644.74	78	208.174
Seventh Grade	Pair 1	Beginning of year 1	610.56	32	248.404
		End of year 1	678.81	32	246.001

Table 4 contains descriptive statistics for beginning of the year reading scores and end of the year reading scores, respectively, for both sixth grade and seventh grade. End of the year reading scores were higher than beginning of the year reading scores in both sixth and seventh grade. Additionally, although seventh graders tended to score somewhat higher at the start the year compared to sixth-graders, the amount of increase in the score from the beginning to the end of the year does not appear to differ substantially.

Table 5 presents a significance test for the difference between beginning and end of the reading scores, separately for each grade. The seventh graders in this analysis are respondents who began the program only in seventh grade, as seventh graders who were in the second year of the program were not included in the current analysis.

Table 5

Paired Differences for 1 Year Participants

Grade at Year One		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	SD	Std. Error Mean	Lower	Upper			
Sixth Grade	Pair 1 Mean Difference	-95.205	182.506	20.665	-136.354	-54.056	-4.607	77	.000
Seventh Grade	Pair 1 Mean Difference	-68.250	134.496	23.776	-116.741	-19.759	-2.871	31	.007

The table above presents results of paired sample t-test for both sixth and seventh graders. Results indicate that the increase in reading scores from beginning to the end of the year was statistically significant for both sixth and seventh graders. For both grades, students significantly raised their performance from beginning to the end of the year, while they were in the program.

Table 6

Paired Sample Correlations for Students Participating 1Year

Grade at Year One			N	Correlation	Sig.
Sixth Grade	Pair 1	Yr1BgRead & Yr1EndRead	78	.666	.000
Seventh Grade	Pair 1	Yr1BgRead & Yr1EndRead	32	.852	.000

Table 6 presents the correlation between beginning of the year reading score and end-of-the-year reading score, separately for sixth and seventh graders. Results indicate that beginning of the year reading score was strongly related to end of the reading score, for both sixth and seventh graders. Examining each grade's correlation coefficient

indicates that this was particularly true for seventh graders (r=.852), compared to sixth graders (r=.666). In other words, individuals that were higher in reading score at the beginning of the year were likely to remain higher than their peers at the end of the year, and this was particularly true for seventh graders.

A further analysis was performed to look at the Read 180 scores as predictors of the ELA assessment score at the end of the year.

To determine whether the Read 180 ending scores were predictors of ELA performance, a nonparametric correlation (the Kendall's tau_b) was used to determine the correlation between end of year Read 180 score and ELA level on the assessment. This correlation showed significance at the .001 level for sixth grade and also for the seventh grade students in program for 1 year.

The final analysis performed for the general group was a regression assessing the potential difference in student's score because of gender or ethnicity. The regression controlled for length of exposure and different starting grade.

Table 7

Regression Showing Impact of Gender and Ethnicity on Student's Final Score

Parameter	B	df	t-score	Sig.
Intercept	659.125	1	16.297	.000
Exposure Length	-35.563	1	-.565	.573
Ethnicity	39.042	1	.438	.662
Gender	21.051	1	.340	.734
Grade	64.162	1	1.056	.293

Table 7 shows that factors such as student gender, ethnicity, and grade level do not have a significant influence on student's end of year reading score. The R^2=.033 indicating that the variables of gender, ethnicity, exposure and grade only account for approximately 3.3% of the variability of the end of the year reading score.

Question 2: How was student performance influenced by an additional year of instruction in the Read 180 program (2007-2009) as assessed by the Scholastic Reading Inventory and the ELA assessment?

A paired samples t Test was used to determine the influence of 2 years of the Read 180 program for the 7th grade students who spent 2007-2009 in the program.

Table 8

Paired Samples t-Test for Students Participating 2 Years

Grade at Year Two			Mean	N	Std. Deviation
Seventh Grade	Pair 1	Beginning of year 1	570.75	51	183.030
		End of year 1	690.08	51	171.980

Table 8 presents descriptive statistics of the cohort who spent 2 years in the program for beginning of the year reading scores and end of the year reading scores for the seventh grade. End of the year reading scores were higher than beginning of the year reading scores.

Table 9 presents a significance test for the difference between beginning and end of the reading scores for grade 7. Results indicate that the increase in reading scores from beginning to the end of the year were statistically significant for seventh graders. The seventh grade students significantly raised their performance from beginning to the end of the year, in their second year.

Table 9

Paired Differences for Students Participating 2 Years

Grade at Year Two		Paired Differences							
					95% Confidence Interval of the Difference				
				Std. Error					Sig.
		Mean	SD	Mean	Lower	Upper	t	df	(2-tailed)
Seventh Grade	Pair 1 Mean Difference	-119.333	94.889	13.287	-146.021	-92.645	-8.981	50	.000

Table 10 presents the correlation between beginning of the year reading score and end-of-the-year reading score. Results indicate that beginning of the year reading score was strongly related to end of the year reading score for seventh graders. The correlation coefficient indicates that this was particularly true for seventh graders (r=.859). In other words, individuals who were higher in reading score at the beginning of the year were likely to remain higher than their peers at the end of the year, and this was particularly true for seventh graders.

Table 10

Paired Sample Correlations for Students Participating 2 Years

Grade at Year Two			N	Correlation	Sig.
Seventh Grade	Pair 1	Yr1BgRead & Yr1EndRead	51	.859	.000

A further analysis was performed to look at the Read 180 scores as predictors of the ELA assessment score at the end of the year. To determine whether the Read 180 ending scores were predictors of ELA performance, a nonparametric correlation (the

Kendall's tau-b) was used to determine the correlation between end of year Read 180 score and ELA level on the assessment. This correlation showed significance at the .000 level for seventh graders at the completion of 2 years in the program.

Question 3: How were English Language Learners or Special Education Students changed through participation in the Read 180 program as assessed by the Scholastic Reading Inventory, the ELA assessment and the Special Education student's IEP constructed at the conclusion of the program?

A paired samples t test was performed on Special Education students who spent 1 year in program. Table 11 presents descriptive statistics of the Special Education students who attended the program for 1 year for beginning of the year reading scores and end of the year reading scores, for sixth grade only because the sample was too low to compute for seventh grade. End of the year end reading scores were higher than beginning of the year reading scores by a mean difference of 113.35 lexiles in sixth grade.

Table 11

Paired Samples t-Test of Special Education Students Participating 1 Year

Grade at Year One			Mean	N	Std. Deviation
Sixth Grade	Pair 1	Beginning of year 1	501.96	26	222.342
		End of year 1	615.31	26	219.734

Table 12 presents results of a paired sample t-test only for sixth because of low sample size for grade seven. Results indicate that the increase in reading scores from beginning to the end of the year were statistically significant for sixth grade as the sample was too low for seventh grade.

Table 12

Paired Samples Differences for Special Education Students Participating 1 Year

Grade at Year One		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	SD	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Sixth Grade	Pair 1 Mean Difference	-113.346	221.984	43.535	-203.008	-23.685	-2.604	25	.015

Table 13 presents the correlation between beginning of the year reading score and end-of-the-year reading score for sixth graders. Results indicate that beginning of the year reading score was strongly related to end of the reading score.

Table 13

Paired Samples Correlations for Special Education Students Participating 1 Year

Grade at Year One			N	Correlation	Sig.
Sixth Grade	Pair 1	Yr1BgRead & Yr1EndRead	26	.496	.010

Table 13 also presents the correlation between beginning of the year reading score and end-of-the-year reading score for sixth graders. Results indicate that beginning of the year reading score was strongly related to end of the reading score.

A paired samples t Test was used to determine the influence of 2 years of the Read 180 program for the Special Education seventh grade students who spent from 2007-2009 in the program.

Table 14 presents the correlation between beginning of the year reading score and end-of-the-year reading score for Special Education students in the second year of the program. Results indicate that beginning of the year reading score was strongly related to end of the reading score.

Table 14

Paired Samples t Test for Special Education Students Participating for 2 Years

Grade at Year Two			Mean	N	Std. Deviation
Seventh Grade	Pair 1	Beginning of year 1	527.37	19	185.788
		End of year 1	667.58	19	136.204

Table 15 presents a significance test for the difference between beginning and end of the reading scores for seventh grade.

Results indicate that the increase in reading scores from beginning to the end of the year was statistically significant for seventh graders at the .000 level. Special Education students significantly raised their performance from beginning to the end of the year only during the second year of the Read 180 program.

Table 15

Paired Sample Differences Test for Special Education Students participating for two years

Grade at Year Two		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	SD	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Seventh Grade	Pair 1 Mean Difference	-140.211	111.364	25.549	-193.886	-86.535	-5.488	18	.000

Table 16 presents the correlation between beginning of the year reading score and end-of-the-year reading score for seventh graders. Results indicate that beginning of the year reading score was strongly related to end of the reading score. Examining the correlation coefficient indicates that seventh graders (r=.804).

Table 16

Paired Samples Correlations for Special Education Students Participating for 2 Years

Grade at Year Two			N	Correlatio n	Sig.
Seventh Grade	Pair 1	Yr1BgRead & Yr1EndRead	19	.804	.000

A further analysis was performed to look at the Read 180 scores as predictors of the ELA assessment score at the end of the year.

To determine whether the Read 180 ending scores were predictors of ELA performance, a nonparametric correlation (the Kendall's tau_b) was used to determine the correlation between end of year Read 180 score and ELA level on the assessment. This correlation was not significant at the .060 level for seventh graders at the completion of 2 years in the program. While Special Education students showed improved reading performance at the significant level for the second year of the program the Read 180 did not predict success on the ELA assessment.

The Individual Education Program data were another source for assessing change in type or intensity of Special Education service provided prior to and following participation in the Read 180 general education academic support reading program. Due to the confidentiality requirements of Special Education, the researcher listed as an increase in service any change in intensity such as from Consultant teacher to Special

class or change in the amount of time allocated for Special Education service regardless of level of service. Likewise, the researcher listed as a decrease if the student required less Special Education teacher direct or indirect service. Any listing of specific time of level of service would lead to potential student identification so this was eliminated from the data results of the paper.

Table 17

Special Education Participants

Grade	Classified	No Change	Service Increase	Service Decrease	Declassified
6	28	11	3	13	1
7	15	0	6	2	3

In summary there were 43 classified students of whom 22 students or 51% of the sub group had a positive outcome from the program because of decreased Special Education support and increased time allocated to general education instruction with their peers.

Question 4: How did principal and teacher statements concerning the fidelity of the implementation and program elements of Read 180 match the needs of the students as well as the requirements for the ELA assessment?

The Analysis of Competing Hypothesis software program was employed to present the evidence from the 3 Principal interviews and 6 Teacher interviews.

The responses of the principals were entered into a matrix of 7 hypotheses relating to each question of their semi-structured interview. The hypotheses were:

1. Classroom organization: rotating groups work well
2. Three rotations support adolescent reading requirements
3. Entrance criteria of 2 (failing) remains

4. Exit criteria of passing the ELA remains
5. Changes were made to the program based on the needs of the building
6. Program was effective and
7. Sub-groups such as Special Education/ELL's were a match for the program.

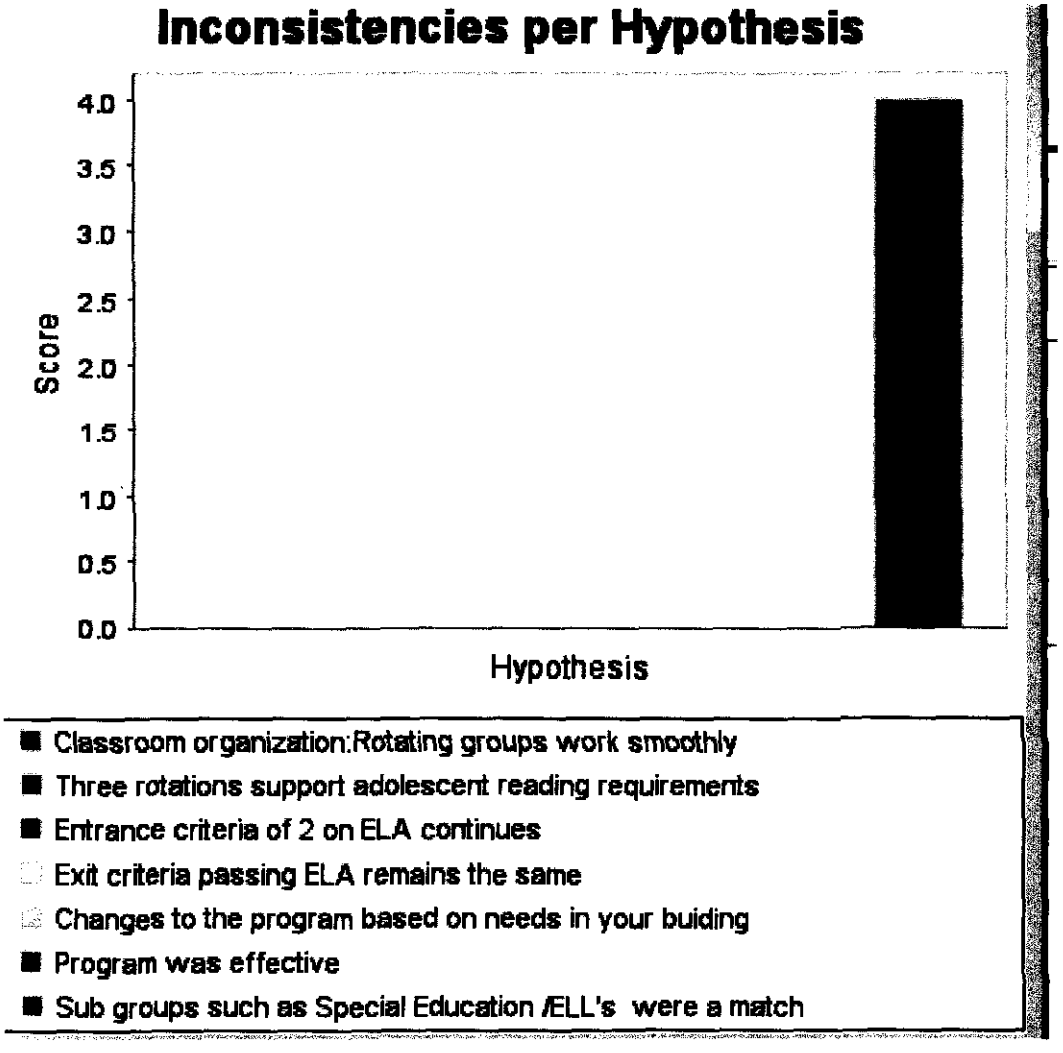

Figure 1
Administrative Inconsistency Graph

As seen in Figure 1, the results of the hypothesis testing of 26 pieces of evidence entered showed no inconsistent statements in hypotheses 1-6. The hypothesis relating to sub-groups had an inconsistency rating of 4.0 highlighting that statements by principals were inconsistent with the program benefiting those groups. In summary the entrance and exit criteria remain targeted upon student failure and then success on the ELA. The principals stated that they thought Read 180 was a match for the adolescent reading requirements and believed that the program was a success in their building. All of the principals have expanded the program to fifth grade and some have added a Scholastic phonics program called Systems 44 to address those students in need of phonemic awareness before entry into the Read 180 program. The principals all listed changes they have instituted, especially in the writing component which they felt was insufficient due to the concentration on reading and the elimination of the Language Arts block in order to accommodate the 90 minutes for Read 180. All schools have an after school writing support and one school has eliminated a special area class and added a rotating writing class to the daily schedule.

The responses of the teachers, as shown in Figure 2, were entered into a matrix of 10 hypotheses relating to each question of their semi-structured interview. The hypotheses were:

1. The Read 180 classroom is set up according to program guidelines.
2. Curriculum library has sufficient books and the stories motivate the students to read.
3. The computer area has sufficient hardware and software and ease of student use.
4. Teachers use time slots for rotations and use supplemental materials.

5. Teachers develop their own materials because there are components missing.
6. Independent reading selections are adequate.
7. Program is effective in teaching adolescent reading.
8. Lexile growth reflects true reading growth.
9. Read 180 program adequately prepares students for the ELA.
10. There are recommended changes to the Read 180 program.

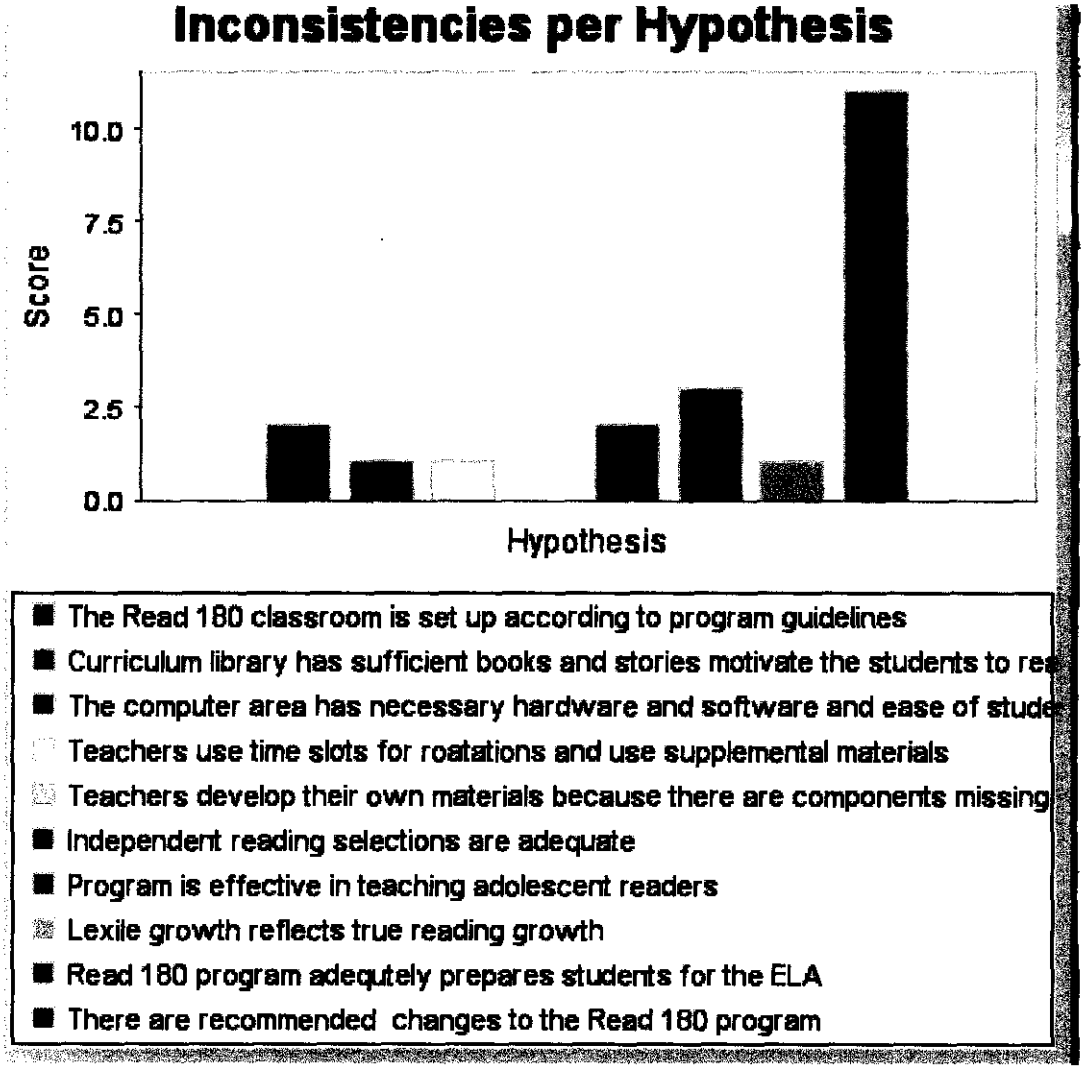

Figure 2
Teacher Inconsistency Graph

There were 75 statements from the transcripts entered as evidence into the matrix. The hypotheses with the greatest consistency with practice were the classroom set up and teacher use of the rotations. These statements support the program fidelity among the three middle schools.

The next level indicating consistency among hypothesis statements was in the lexile growth being an accurate measure of individual reading growth and that computer hardware and software were present and working.

Teachers' statements varied in consistency when discussing the availability and adequacy of the independent reading selections. They pointed out that the lower level students who remained in the program more than 1 year had a limited number of low lexile books available.

The greatest number of inconsistent responses occurred in response to the Read 180 program preparing students for the ELA. Teachers were adamant that there was insufficient writing development and practice.

Summary

In summary, the data showed that the Read 180 program administered to adolescent readers significantly improved their reading score as measured by the SRI and that it was a predictor of student performance on the ELA. The sample of 70 or more students contained sufficient power to determine that this result was reliable. The reading program also correlated significantly with student performance on the ELA assessment for the entire group but not for the Special Education sub-group. The data available for the subgroups of ELL's and Special Education students were limited by the small sample size so although there was growth noted there is a caution about drawing definitive conclusions about these subgroups. Special Education students who participated for two years showed the greatest growth during the second. Data from other sources did show the positive influence of the Read 180 program, on the Special Education population.

Finally, the Analysis of Competing Hypothesis highlighted the consistency of the statements made during the administrative and teacher interviews. Administrators and teachers posited student gains in reading to the Read 180 program but while administrators saw the program contributing to passing the ELA the teachers did not.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

A purpose of this study was to analyze the influence of the Read 180 reading program on participating students in three middle schools in a diverse suburban school district. Fidelity to Scholastic Publisher's design and teaching methodology was also studied. The Read 180 program was implemented in all three middle schools of the school during the 2008-2009 school-year for grades 6 and 7. Different grouping strategies were employed but all classes met for 90 minutes a day for 5 days per week.

The researcher analyzed the growth of students' reading performance as reported by the Scholastic Reading Inventory test (Scholastic, 2005) which assessed student reading in the form of a lexile score equated with a grade level equivalent. The students' subsequent performance on the ELA exam was compared with the lexile growth to determine if there was a cross over effect of this intensive reading and writing instruction on individual student state test performance.

The researcher also investigated the influence of the program on the different subgroups of Special Education and English Language Learners to see if there was significant ($p \leq .05$ or more) difference in growth for Special Education or English Language Learner participants.

Volunteer administrators and teachers participated in semi-structured open ended interviews to probe program fidelity and individual perceptions of Read 180 program efficacy.

Conclusions

The paired sample t Tests of the beginning and ending reading scores for each grade revealed significant reading growth attributed to the Read 180 program participation. This is a clear mandate to continue a program that is working for students who participated either for one or two years.

Question #1: The research question of how students were influenced by the Read 180 program was answered by the statistically higher reading scores for students participating for either one or two years. The data showed statistically significant correlation between a student's ending reading score and his/her success on the NY ELA assessment. The reading program improved all students' reading levels and was a good predictor of performance on the NY ELA assessment.

Question #2: The research question of how students were influenced by Read 180 participation for 2 years was answered by the statistically higher ending scores only after the second year of participation. The data showed statistically significant correlation between a student's ending reading score and his/her success on the NY ELA assessment. For the group of students who were determined by school personnel to need an additional year of the program, those students also showed improved reading performance and were more likely to pass the NY ELA assessment after their second year in the program.

Question #3: For subgroups such as ELL's and Special Education students it was more difficult to determine the statistical impact because of the small sample size and the students' level of reading difficulty at the beginning of the program. The data showed that the program was statistically significant for Special Education students whether they spent 1 or 2 years in program.

There were too few ELL students to run a statistical analysis so the qualitative data provided the meaningful feedback. For the ELL's, teachers and administrators stated that a base level of vocabulary competence and reading comprehension were requirements for the students to benefit from the design and reading selections. The SRI routines that promoted verbal analysis and story discussion using academic language were noted. The *r* book stories with multicultural content heightened their interest and expanded their repertoire. The students were also motivated by age appropriate topics such as child labor and bullying and were able to discuss these issues with other groups in school.

In the case of Special Education students the qualitative component teachers offered the qualification that students have a basic level of phonemic awareness as well as sufficient comprehension skills in order to perform successfully and acquire stronger reading skills.

The use of the Read 180 program as an academic intervention within the RTI initiative showed the administrative commitment to Tier 3 interventions which also provide evidence of student progress monitored through research based programs. This initiative was spearheaded by research conducted by New York University (NYU) in 2004 on the disproportionality of minority referrals to Special Education. NYU's research resulted in a district wide collaboration with the Board of Cooperative Education Services (BOCES) in developing a uniform Instructional Support Team process. This was done in conjunction with the general education support available in each of the three Tiers of RTI. The Tiers available as shown in Appendix F place Read 180 at the highest Tier 3 indicating a commitment to provide intensive service to the neediest 10% of students

without the requirement of referral to Special Education. The Special Education Department reported that no teacher referrals were made to Special Education from any of the middle schools during 2008-2009. This data supported the premise of RTI that the infusion of intense reading skills through middle school would reduce referrals to specials education. This increased availability of support programs has produced a positive effect as seen in the progress made by the students who participated in Read 180.

The data provided by the Special Education department showed a 51% decrease in the need for service following the completion of Read 180. This indicated that a more robust reader required less instructional support and thereby could access a more challenging general education curriculum.

Question #4: The administrative responses supported the Read 180 program citing the improved SRI lexile scores, an increased number of students passing the ELA and an improved reading confidence and self-esteem by the participants. The administrators offered program extensions such as an additional period of writing during the day or an after school writing support for Read 180 students because of the rigorous writing demands of the ELA. The administrators cited the benefits of the rotations in providing smaller group skills work and more individualized computer review. Each school employed a team approach to placement and dismissal from the program in order to take account of the strengths as well as the weaknesses of the students. One school has already added an additional standardized pre and post test to the process for greater skill diagnosis prior to placement of students in any of the programs available.

The teachers' responses supported the Read 180 program as a strong, effective reading program but were mixed in their support of it for the preparation for the ELA.

The majority cited the limited writing expectations and the need to extend the writing prompts and supplement them with their own materials in order to prepare the students to write complete essays for the ELA. All of the teachers favored the rotations and were positive about the reading selections in the *r* books and the independent reading library. Despite minor technical difficulties with head phones the computer rotation was seen as a positive component. The teachers developed strategies such as a book club in order to better supervise the students during the independent reading but all reported the students' enthusiasm and growth through this daily exposure.

The framework of the Carnegie report (Biancarosa & Snow, 2007) may be used as a reference point for the required reading components for adolescents. These components were present except for the intensive writing piece in the three rotations of the Read 180 structure, and this contributed to the strength of Read 180 as a remedial reading tool for at-risk youth. The graphic in Appendix D illustrates the incorporation of these strategies in specific areas of the Read 180 design.

Reading next recommendations noted by Biancarosa and Snow (2007) are:

1. Direct Explicit Comprehension Instruction
2. Effective instructional practices embedded in content
3. Motivation and self-directed learning
4. Text based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. Technology component

9. Ongoing formative assessment
10. Ongoing summative assessment
11. Extended time for literacy (p.12)

Recommendations

The district has adopted a comprehensive adolescent reading intervention that has been shown statistically to influence reading growth significantly. Since the district has expanded the program to a lower level Read 180 for fifth grade and introduced another Scholastic program, System 44, to other lower grades further research is suggested in order that administrative personnel continue to review the data to refine the writing support and determine the best program match for students.

The district has already responded to the administrative and teacher concerns about the paucity of the writing requirements and has instituted after-school programs. One school has replaced an elective with an alternate day writing class for the Read 180 students. This would be another area of research: to determine the efficacy of these supports on the passing rate of the ELA.

The district may also want to pursue a study of Read 180 using a control group of students participating in an alternative reading program such as the Wilson reading program or use a random sample design to strengthen the experimental design. Further study at a lower elementary level would offer the possibility of randomly assigning students to remedial programs for comparison.

The consistency of data gathering utilized by the Read 180 might be adopted by other reading programs so as to provide valuable student and program data for analysis.

Continuous collection of specific skill mastery via computer would assist in monitoring vocabulary, fluency and comprehension for comparison with other students or programs. The results of the study highlight critical perspectives previously explored in the literature. They are: (a) As cited in Collins (2005) work, an organization must clearly identify its goal as seen in this school district's goal of improving student performance on the ELA and concentrate training and resources toward that goal. (b) As cited in Biancarosa and Snow (2007), there are instructional and infra-structural tenets required for successful remedial adolescent reading programs, all of which were evident in the Read 180 program. (c) Adolescent ELLs reading requirements are interconnected with levels of language usage transitioning from functional social communication to academic conceptual communication as cited in Cummins (2007). Teacher interviews highlighted the students' use of appropriate literary descriptors when analyzing the components of a story.

Future research on Hispanic Read 180 participants should use Cummins' model (Scholastic, 2005) which distinguishes between the students use of basic social communication versus the higher level of academically proficient linguistic communication. Research using the computer vocabulary and reading checks would provide valuable data in this area.

The results of the study support previous studies of Read 180 showing that at-risk adolescent readers are able to turn their literary failures around if provided the program as prescribed by the Scholastic guidelines. (Slavin, et al.2008) These guidelines include extended time for reading (90 minute block), rotations to facilitate instruction in smaller groups and the introduction of uninterrupted independent reading each day. This

recommendation applies to educators in all school districts working with at-risk adolescent readers.

School administration entails the articulation of the goal and development of a plan to support and carry out program and to reach the goal. The district targeted improved Middle School passing rate on the ELA assessment as the goal and everyone interviewed articulated their understanding of the goal. The recommendation that district goals be transparent for all staff and community members strengthens the collective energy toward the goal and seems applicable to all districts, whose educators are working to improve the measured reading skills of at-risk adolescent readers.

Policy Recommendations

The utilization of the Read 180 program in the three middle schools demonstrated the administrative commitment to utilize the information gained through work with NYU and BOCES in clarifying and systematizing the district RTI process. The Read 180 program was adopted for use with Tier 3 students, the most at-risk 10% of the population. This initiative placed chronically underperforming students in this intense reading intervention without requiring classification as handicapped as might have been the case prior to RTI. The growth in documented in this study supports the new procedures and demonstrates that sorting students is not a requirement for turning around a student's academic path. The fact that there were no referrals to Special Education by school personnel indicates that the staff felt that program alternatives existed without the need for classification. The RTI policy and commitment to providing intense student support through the pyramid of interventions should continue as this study shows the positive influence of one such program Read 180. The commitment to the goal of improving the

reading performance of at-risk students has begun to gain momentum as seen in the gains made over the past few years. Read 180 has now been documented as one program that contributes to the flywheel of success for the district.

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Appendix A

Teacher Questionnaire and Interview Transcription

Read 180 Fidelity Semi Structured Teacher Questionnaire

Prepared by Bernadette Casey 8/2009

Classroom organization:

1. Have you set up the Read 180 classroom in distinct areas i.e. A designated place for:
   a. independent reading,
   b. computer area separated for individual work
   c. a skills areas for teacher directed small group lessons,
   d. whole group instruction area for start up as well as wrap up.
2. Is there sufficient room for students to move easily and efficiently?

Curriculum Inquiry:

1. Is the Read 180 paperback library complete? Do the students enjoy the stories and do they motivate the students to read?
2. Is the audio-book library complete and are there enough tape recorders? Do the students use them?
3. Are all of the books labeled and do students understand their lexile levels for independent reading?

Computer Station:

1. Are all of the necessary computers, headphones and microphones present and operational?
2. Is the topic CD library complete?
3. Do students have privacy in completing their oral reading and recording?

Instruction:

1. What are your allocated time segments for whole group and group rotations?
2. Do you use the supplemental books for additional skills reinforcement?
3. Do you develop your own materials or strategies and what are those? If you supplement the materials how often is that necessary?
4. What generalizable reading strategies does the program teach?

Independent Reading:

1. Do the students utilize the allocated time and materials well?
2. Have you needed to make any modifications to the program?
3. Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?

Teacher Comments:

1. What are your overall comments on the efficacy of the program?
2. Does the lexile growth reflect the progress you observe the students making?
3. Do you think that this program aligns to the performance needs of the ELA?
4. Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?

I'd like to thank you for volunteering for this interview on Read 180 and for the purposes of transcription you'll be teacher #1

The following questions that I'll ask you the first group will be on classroom organization.

1 **Have you set up the Read 180 classroom in distinct areas i.e.**
A designated place for: a. independent reading,

b. computer area separated for individual work

c. a skills areas for teacher directed small group lessons,

d. whole group instruction area for start up as well as wrap up.

Yes, in order for the Read 180 program to function effectively that has to be established prior to the children coming into school that usually has to be done a week prior to the first day of school because it's time consuming as far as computer centers, independent centers, getting the libraries organized with the books either the chapter books or the we call them the X zone books that's an additional set of books that the older but lower reading lexile group are interested in its more manageable then we have an area where we have small group- all that has to be done prior to the student's first day of school .

2 **Is there sufficient room for students to move easily and efficiently?**
Absolutely, At the school both Read 180 labs we look into the larger classrooms this way we have flexibility the principal wouldn't have selected the smaller rooms because it just wouldn't work that was also decided before the children came to school.

These questions concern curriculum:

1. **Is the Read 180 paperback library complete? Do the students enjoy the stories and do they motivate the students to read?**
Yes we have the Core Read 180 library which is very diverse. We also have an additional library called the X learning put out by Scholastic and it has a lot of the lower reading vocabulary levels but high interest so yes, I think the two - the Core program and the X zone books give us plenty of diversity.
Thank you

2. **Is the audio-book library complete and are there enough tape recorders? Do the students use them?**
Yes, we have students using them in a book club format and also an individual format. Yes and everything is working properly.

Would you explain the book club?
Book club format. I find that with students that have some management issues like ADHD or very weak reading skills. The book club works well because the teacher's assistant is supervising it and the students are reading together in a small group Now they can read effectively and independently in the 6th grade. I find the book club to be very effective

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?**
   Yes, what we do is we have charts at the beginning of the school year where we go over the book levels and what they have access to related to their lexile levels. Usually we need to go not more than 50 below lexile level of the current lexile score nor 50 above. If it's an audio book you can go 100 to 150 above but not too much higher than that.

These questions are about the computer station:

1. **Are all of the necessary computers, headphones and microphones present and operational?**
   Yes, we even have additional headphones available if something breaks we have backup.

2. **Is the topic CD library complete?**
   Yes all the CD hardware is built into the program so that all the students don't have to because certain schools the students have to, when we piloted we went to schools that had the Read 180 students were actually putting the CD's into the hard drive and it just became very management – the CD's were getting scratched so the tech people basically put it all in the hard drive itself so if a student doesn't have to manipulate the different CD's makes it easier access

3. **Do students have privacy in completing their oral reading and recording?**
   Yes

These questions have to do with instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   Traditionally I would say 99% of the time I organize it typically like the Read 180 program outlines it for you. Twenty minutes of whole group instruction and then 20 minutes of 3 rotations and then 5 minutes of wrap up. So it's approximately a 90 minute instructional block.

2. **Do you use the supplemental books for additional skills reinforcement?**
   Yes I use the supplemental books and sometimes I even have to use –go out and search more because I find that in some areas the kids need more practice than what they provide.

3. **Do you develop your own materials or strategies and what are those? If you supplement the materials how often is that necessary?**
   Well one particular thing I feel that with the population that I service vocabulary is a big issue and I find that, yes, using the Red routines, using the vocabulary building strategies are good but they need more practice. They need more KT manipulation. We do index cards, we play memory games, I make up worksheets. The students need a lot. I have a lot of ELL students. I have Special Needs students, language impaired students; they need more than what the Read 180 provides.

   Since you do supplement how often do you do that?
   I really work on the vocabulary throughout the whole workshop. I'd say I focus more at the beginning and the end and we apply it throughout the workshop. I focus more the game playing and reviews towards the end. This way they've seen it a number of times and we can review it more and they're more comfortable with the words and their meanings.

4. **What generalizable reading strategies does the program teach?**
   It's a sequential workshop and the district as a whole we organized it where the first block of workshops would cover from main idea, finding details, sequencing. We tap into a little of the story elements, like setting, plot, summarizing, cause and effect, so this way the students aren't replicated

- its sequenced, the book. The first block has certain comprehension focuses and then the second block can use what the different stage is so the kids aren't getting double or instruction isn't overlapping so the kids aren't getting double throughout the buildings and throughout the levels. So we're pretty clear about what our curriculum is depending on the session if it's a first session block or a second session block .

In terms of the independent reading:

1. **Do the students utilize the allocated time and materials well?**
   Yes they enjoy it I'd say they really look forward to that session. I'm talking too much I'm sorry.
   No that's great.
   Good thing you have an extra tape.
   Yes they enjoy the guided reading the model reading area they love reading the chapter books. They get excited about it. They can't wait to come into the classroom to tell me. We also use the comprehension checks with the chapter books where they do journaling and they have discussion questions they have to answer .

2. **Have you needed to make any modifications to the program?**
   No not really. I think that program is pretty comprehensive. It really targets everything that I want: comprehension, vocabulary, and it overlaps the skills that they're doing in the computers as well as small groups so I'm very comfortable with that piece of the program.

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**
   Yes I truly feel the nitty gritty of reading every day the twenty minutes significantly impacts on their performance on the comprehension so I feel it's a very important part of the program.

These are comments based on your experience:

1. **What are your overall comments on the efficacy of the program?**
   I feel as though the program has a lot to give. I feel that it really taps into the comprehension strategies and the test taking strategies skills that a lot of reading programs have but I feel it taps into –focuses on academic language. Students are really encouraged to speak in complete sentences really have educational discussions with each other –with peers and not speaking about opinions but speaking about their opinions based on what they learned and read so I feel that the academic language that comes out of the effort from our ELL kids and our Special Ed kids is just empowering and they even grant you off. Tthey provide an idea of what we're discussing –could be an answer to a comprehension question we're discussing. Another student will say "I agree with so and so because " and truly it's very empowering because the kids are really growing and learning and I could look back and enjoy it because I've taught them the steps to this point and they're just applying it and evaluating their own skills. So I think it's very powerful.

2. **Does the lexile growth reflect the progress you observe the students making?**
   You know, Bernadette, I feel it's one score and I've done evaluations for years and you know that there are times that we test students and get scores that are very valid but you also know that there's times we test students and that's not the whole picture and we have to bring in qualitative pieces of information to really represent what this child stands for. I feel the same way about SRI's. SRI's are very important but it's not-I would say it's 90% of the time it truly depicts what the child is but not all the time.

3. **Do you think that this program aligns to the performance needs of the ELA?**
   I feel a big chunk of it there is a big piece that it does address but I also feel that there are pieces that are missing that teachers truly need to supplement and look at the curriculum, try to incorporate as much as possible. The first year when you are teaching Read 180 that's a difficult to do. The second year it gets easier. The third year it's more automatic.

4. **Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**
   I have to think about that one. I feel the whole group instruction the rotations are all key elements I would not take away anything. I think we need to add supplemental pieces of information to address students' needs. I think that as teachers with any program it's a program but you need to incorporate literacy skills, you need to incorporate study skills, you need to incorporate test taking skills, and that's something that a teacher can only decide on based on the children and what their needs are. It varies from year to year. You collect a file cabinet worth of things I've done with the kids last year and half of it I haven't looked at because their needs are different. So that's a difficult question to answer.
   Thank you very much

I'd like to thank you for volunteering to participate in the study and for the purposes of transcription you will be teacher #2

These questions that are first have to do with the classroom organization:

1. **So have you set up the Read 180 classroom in distinct areas i.e.**
   A designated place for: a. independent reading,

   b. computer area separated for individual work

   c. a skills areas for teacher directed small group lessons,

   d. whole group instruction area for start up as well as wrap up.

   Yes we have those components I've set them up. The independent reading has now become more now my TA is doing a novel with the kids so it's more of a whole class or a small group instruction.

2. **Is there sufficient room for students to move easily and efficiently?**
   It would be better to have a larger classroom. It is tight especially with the 7th grade students which I have so it makes it tighter to more the kids around so it would be better to have a larger classroom.

Curriculum Inquiry:

1. **Is the Read 180 paperback library complete? Do the students enjoy the stories and do they motivate the students to read?**
   The Read 180 library is fairly complete for the Read 180. Some of the stories are interesting some of the stories are compelling. The problem is there's not enough of the lower level books. We need more lower level books but that's also the Read 180 program there's not enough of the lower level books to motivate the children especially the boys.
   And that's the 7th grade level?
   Yes and when I taught the 6th grade and 5th grade I'd say that's true across the board.

2. **Is the audio-book library complete and are there enough tape recorders? Do the students use them?**
   I have no tape recorders, I have no CD players, I have no headsets for tape recorders or CD players. I have a complete library of audio books but I have no materials available to put my kids on audio books.
   Do they use the computers or listen to them?
   The students are on the computers doing computer work I don't have enough computers to have kids on the computers and have kids listening to music I have [a student] listening to the audio book. Computers are going…there are times when I don't have enough computers going when I have my kids who are supposed to be on the computers going to the computers rotated through the computer time.

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?**
   Yes, the students are very good about understanding their lexile levels and the books are leveled.

Now with the computers you just mentioned something so let me ask these questions:

1. **Are all of the necessary computers, headphones and microphones present and operational?**
   No, it's very difficult to have working headphones, working microphones, they break down very quickly. They break with so many students the headphones are used 8 periods and before school and after school so you could almost say 10 periods a day they're being used constantly and the head phones are breaking and we are not easily able to replace them. So the computers are going down we have so right now I have 2 or 3 computers not working and hopefully they'll be working in the next couple of days because I know I will have other computers going down.

2. **Is the topic CD library complete?**
   Yes

3. **Do students have privacy in completing their oral reading and recording?**
   No. It is one whole class with students' computers lined up against the wall and they're all sitting right next to each other so there's no privacy and on top of that we also have 2 other instruction groups going. In all we have the teacher small group instruction, the silent reading instruction going on and so there's a limit to how loud they can talk and many times for some of them the students need to tell them to make sure they are lowering their voices a little bit.

Now we'll turn to instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   It's supposed to be 20 minutes, 20 minutes, 20 minutes-the reality is that sometimes large group instruction is 30-40 minutes, sometimes I convert large group instruction down to three 30 minute segments. I don't do large group instruction, I just do three 30 minute segments depending on what the lesson is
   OK

2. **Do you use the supplemental books for additional skills reinforcement?**
   I use a little bit when there's time I do use a little bit of those. They are available but sometimes the supplemental skills reinforcement also needs to be used with whatever activities are going on. I also like to incorporate the events like the Edgar Alan Poe. I try to incorporate a bunch of Edgar Alan Poe stories with series and questions about that. Last year with 6th grade I tried to incorporate various articles about Ikador who, oh my goodness, was the child in, I want to say, who created laws so that there wouldn't be children in slave labor and I tried to incorporate extra information which that's not part of the books so I try to incorporate and pull in extra information.

3. **Do you develop your own materials or strategies and what are those? If you supplement the materials how often is that necessary?**
   I don't necessarily develop my own –I guess I do. One of the things I do with main idea is units which I did years ago as a reading teacher. The students have to highlight the main word that keeps getting repeated over and over again that how you find the main idea by incorporating day one they have to do that until they leave my program. That way they can figure out the main idea one program. I guess it's that I do have a variety of other skills and strategies because I've been teaching reading for 15 years now. I've been a remedial teacher there's just a lot we do automatically that Read 180 doesn't tell you to do it you just know to do it because you do it it's your job.

   Now how often would you be threading those things through?

Main idea is done all the time, pre-reading is done all the time whenever it's appropriate it's done yeah it's kind of like you do it when it's appropriate that's what good teachers do.
Great

4. **What generalizable reading strategies does the program teach?**
   What generalizable reading strategies? Main idea, cause and effect, compare and contrast, parts of a story, I'd say those are the main idea cause and effect, parts of a story, problem and solution.

   Thank you

Now this has to do with the independent reading:

1. **Do the students utilize the allocated time and materials well?**
   They're 7th graders. No.

2. **Have you needed to make any modifications to the program?**
   Yes modifications, one of the modifications is my TA will do small group instruction with them. They're all doing book . Sometimes I have very distractible students that I'm fortunate that I have a Special Education teacher who can also push in with me she will start and read with my very distracted students one on one. Yes you need many many-that's something that everybody talks about you need many ways to strategize.

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**
   Out of the silent reading? I think it depends on the student some students are making great progress so other students are not making as much progress. That's very individualized it depends on the student.

Teacher Comments:

1. **What are your overall comments on the efficacy of the program?**
   Overall, overall it's a good program. I don't think it's the end all be all but I think it's a good program, it's a nice program that it's set up for structured reading. It's set up for, you know, the computer program, the fact that it is individualized I think it needs the class sizes I have are 16, 17. I think realistically it would be much better if it was smaller you know in the ideal world students who are distractible and need constant one on one attention really shouldn't be in the Read 180 program because they're not taking advantage of the computers and they're not using the computers to their best advantage and they're wasting time and they're wasting everybody's time. That's the ideal world. Overall, I think it's a good program and I don't think there are a lot of good programs out there for the middle school.

2. **Does the lexile growth reflect the progress you observe the students making?**
   No, because their lexiles - many time their lexiles may go down they may start high and they go down and then they go back up a bit so I don't know that the lexile growth shows it truly accurately-that it's an accurate read and the lexile is a multiple choice test which can be a multiple guess test. If they don't want to take it seriously they don't take it seriously. You know we can lecture and we can bribe we can do everything we want but unless you're actually sitting down and reading with the student and evaluating the student every single time your best accurate reading-is it a decent reading score yes I think it gives us a good idea but I don't think it's the best way to evaluate it.

So are you saying that even though the lexile may show a decrease you see in other areas that the student is actually improving in their reading skills?
Yes

3. **Do you think that this program aligns to the performance needs of the ELA?**
No, no the ELA requires punctuation and grammar, at least for 7th grade the ELA requires a whole listening section, the ELA requires a writing section where the Read 180 program's very weak on the writing, that's something else that as reading teachers we are all reading in making sure that we're adding extra things to the curriculum. I think there are many components that it does not and I think that's something that reading teachers need to do because they're teachers all the teachers need to incorporate to make sure that we are teaching all the strategies needed for the ELA.

4. **Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**
I would keep the structure of the large group small group with the rotations. I think there's lots of really good elements, I would keep most of the elements. I would include more writing and I would include definitely include more writing, more grammar and it needs listening. It has no listening skills it needs listening. I think it also needs- they're able to play around on the computer a lot and how to make it a perfect world and not let on the computer I'm not sure how that needs to be addressed.
Thank you very much

I'd like to thank you for volunteering for this interview for Read 180. For the purposes of transcription you will be teacher #3 and that will be the only way you will be identified in my notation.

These questions have to do with classroom organization:

1. **Have you set up the Read 180 classroom in distinct areas i.e.**
   A designated place for: a. independent reading,

   b. computer area separated for individual work

   c. a skills areas for teacher directed small group lessons,

   d. whole group instruction area for start up as well as wrap up.

   Yes

2. **Is there sufficient room for students to move easily and efficiently?**
   Little tight in my opinion, a little tight the room could be bigger. We also have more children than recommended so they're saying 15 students in a Read 180 classroom max and we have 16 but also it's a little tight in the room.

These questions have to do with the curriculum:

1. **Is the Read 180 paperback library complete? Do the students enjoy the stories and do they motivate the students to read?**
   I don't think so-they don't have enough books on a low level, I personally got all of the IEP students who tended to be less functional readers and there are not a lot of books at the beginning reading to probably 200 level lexile for those students.
   Yes the students like the stories and yes they seem interested in reading them. We have, of all the kids, I have to say, have really good grades on their end off book tests. I haven't had anybody with less than an 80 many kids have 100 and then there are very few have 90 and one has an 80 so we have good numbers on the book tests. They seem interested and they're doing it.
   Great

2. **Is the audio-book library complete and are there enough tape recorders? Do the students use them?**
   Not enough tape recorders and I haven't even been using the audio book library yet cause this is my first year doing Read 180 and everybody advised me against it. I don't know why but people advised me against it. But we didn't have a machine to listen to that stuff yet. I have to bring mine up from downstairs for the other class. They're doing the audio books now but I haven't done it yet. We're just reading the library. **What grade level are you on?**
   I'm doing the fifth grade so it's level A.

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?**
   Yeah, I think they do because I also print out for every student, they have a reading folder so their lexile is there with all the recommended books that they have on the levels - not on the levels but on the topics they requested when they took the SRI so I printed it out for the kids and I send one home to Mom and Dad. The kids have one in their reading folder and when they go to the library

they bring it with them. Sometimes they get a little frustrated that there's not a book that they're interested in the library. I'm talking about just the regular library but, yeah, I think they know.
Great

Now to the computer station:

1. **Are all of the necessary computers, headphones and microphones present and operational?**
   Most of the time but we have a lot of fall-out - the head phones break easily and we've had some computer issues but generally there's enough computers working with enough head phones that are working for each group to work. In other words I haven't had a kid who wasn't able to use the computer because there was no computer to use.
   OK

2. **Is the topic CD library complete?**
   Yes because that's all actually on the server so we don't have to put CD's in. It automatically comes up because it's on the server. All those are installed already so there's no handling of CD's which I think makes things easier.
   Yes, I would think so.

3. **Do students have privacy in completing their oral reading and recording?**
   Not really, I don't know that other kids are paying attention to them. It's probably less of an issue in the fifth grade but can I hear them -you know what I'm saying I'm not trying to hear them , some kids are quieter than others, some kids aren't. So I would say, no, kids don't have a lot of privacy when they're doing that because they're sitting right next to each other as close as we are not very far away.

In terms of instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   OK, We try to do 20 minutes for whole group, 20 minutes for each one of the smaller groups and wrap up in like 5 minutes, There's a certain amount of flexibility there, some days we do if we're let's say taking an SRI we might split the class in half and have half the kids on the computers and half the kids working on something quietly –sometimes we go into longer rotations and do 30 minutes, 30 minutes, 30 minutes but most of the time 20 for whole group - 20-20-20 and 5 or 10 the end.
   OK

2. **Do you use the supplemental books for additional skills reinforcement?**
   Yes, but as in everything there is a need for supplemental skills reinforcement-you're disappointed in that.
   OK

3. **Do you develop your own materials or strategies and what are those? If you supplement the materials how often is that necessary?**
   Um, I have been developing my own materials but I haven't systematized that. I'm not to the point since it's my first year I filled in with, ok, the stuff we need to prepare for the ELA so I don't think the Read 180 stuff is bad but there are times that the kids need to have practice with what they're actually going to see on the test. Um, I've added some extra stories, etcetera, because the kids didn't get enough practice in finding the main idea, um, I've added some little quick things to do

as a warm up so let's say sequencing or main idea so you can roll into that, um, out in some Brain Pop videos you know. I supplemented, I try to stick with the program also we added a tremendous amount more of vocabulary-because the kids maybe do 10 -15 words a segment probably a good solid 30 words that they run into that they don't know .

So since you supplement-how often is that necessary?

How often is it necessary to supplement- I don't know I'd say a couple of times a week but then I'll have big time when I don't do it all and then I'll have times when I might do it every day.

4. **What generalizable reading strategies does the program teach?**
   Generalizable reading strategies –OK so they have strategies for and I've only gotten up to paraphrasing and have definite strategies for main idea, sequencing , paraphrasing-yes they have strategies and I type those strategies out for the kids so they have a copy in their notebook and they have a copy that comes up on the smartboard they have things set up in the classroom, so that when let's say we're now working on bullying and we go back to finding the main idea we go back to looking at our main idea strategy.
   Oh OK
   I'm like into the mastery of learning, Bernadette.
   Good, thank you.

Now to the independent reading:

1. **Do the students utilize the allocated time and materials well?**
   They do, but and this is the big but, I don't allow them to just independently read. They read with [another teacher] we do book club so everybody's working, everybody's reading, everybody's discussing, and kids at different lexile levels read different books but they're not reading independently. Maybe they will get to that point, I'm nervous about it cause I can see them doing nothing even though they're mostly nice motivated children I can see them taking advantage of that and spending their time chatting so [the other teacher] cracks the whip and keeps everybody reading.

2. **Have you needed to make any modifications to the program?**
   That's because we're doing the book club and I have to tell you I would be nervous, I did the book club because [another teacher] told me to do the book club and [she] has the best numbers in the district. That's my impression in terms of the success that she has with the kids so I say right [she] tells me to do it I do it you know because this is my first year. I might come to a different conclusion next year but so far I have to tell you I don't think [she] is wrong about that because those kids are reading and I visit another Read 180 class in my other job as consultant teacher and when those kids were reading independently they weren't reading . Once they were forced to do book club now everybody's reading. But then of course that requires that you have two people in the room.
   OK

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**
   Yeah, the kids do like it. The topics are interesting to them, and the software topics are interesting to them, the topics in the R book are interesting. Yeah the kids like them. We're doing bullying now, we got to do a bullying survey and the kids were all excited, they started an anti-bullying

club, you know so that's ok that that indicates that it's speaking to a lot of them that they're involved and interested , I 'd say yeah that the stuff is OK

Now your comments:

1. **What are your overall comments on the efficacy of the program?**
   So far I think it's working. I am getting reasonable numbers. My problem is that I have a few kids who it's not working for and I don't understand why and Read 180 doesn't give you a lot of information at least as a beginning person for what you're supposed to do about that. So I get that I'm supper responsible for like how they do but they don't really tell you oh if the kid is doing this change that so yeah I think it's mostly working but there are kids it's not working for and there are no guidelines. There are no guidelines to say do this, do that, do the other thing. I have to say, Bernadette, I print out those reports constantly and I pour over them all the time and there are not a lot of good information about how to interpret those reports or about how to use –there is some- there is a book this thick but I'm telling you when you go and you actually look –not what I'm used to.
   OK

2. **Does the lexile growth reflect the progress you observe the students making?**
   Yeah, although I think the lexile is a little bit of a racket because they imply for example that you can out kids who are beginning readers in Read 180 and I believe that kids need to be probably a solid third grade reader in order to benefit from the program. I think that kids who can't read a word –you need to read to be able to do Read 180 it's not set up to teach you to how to read words if haven't learned that already so it's good for kids with poor comprehension, it's not great for kids who have decoding issues like the kids in Wilson and that's probably why they last year there was that [student] they took out and stuck him in Wilson and then all of a sudden he learned to read because he wasn't with his the level of skills that he had he wasn't able to access really the Read 180 program. It requires that you know how to read.

3. **Do you think that this program aligns to the performance needs of the ELA?**
   No, I think there is not enough writing. (Change to new tape and repeated the question) OK So, I don't think that it aligns to the performance needs of the ELA because there's not enough writing. So there's good reading stuff, they deal with testing strategies in terms of reading, um the stuff that the ELA pieces that they give you are decent pieces but there's not enough reinforcement and the writing is not sufficiently rigorous. They're assuming those kids in fifth grade aren't able to write 2 or 3 paragraphs at best they're being asked to write a paragraph. Now it's true that I can modify and expand but then it's me not the program who's modifying or expanding. I can choose to give them more writing but what's there is not sufficient and I think originally it was sold to the district to take the place of reading and language arts and I'm going to tell you I don't think so and I think our principal is going to have the Read 180 kids do 2 periods of Read 180 and a 3rd period of language arts next year. She's not going to assume that it's sufficient because it really isn't and it's really not when I compare like what I see in the 7th grade Read 180 to what I see when I go in as a consultant teacher for language arts language arts is much more rigorous than the kinds of things that we ask them to do in Read 180 and on some level that's OK because they're remedial kids but that's not going to get them to pass the ELA-unless the Read 180 teacher stops and does ELA stuff or adds ELA stuff.
   Right

4. **Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**

You know, I think that it's a decent program if it's a reading program you know as a reading program I think it's OK. I think that they imply that there's all this ability to develop the kids phonetic skills I'm not seeing that at all –you know as a person that teaches Wilson the phonics stuff is very sort of scattered and it doesn't I'm saying that it doesn't build I find that the kids by the time they are in the fifth grade if they haven't learned to read phonetically –if they haven't learned to read words then they need some kind of very structured phonetic system and Read 180 doesn't do that in turn it has pretty decent structured reading comprehension , it does work on the fluency and there's a lot of fluency pieces there, what's on the computer then there's other things you can add, it does a decent job with –alright I would say it does a decent job with reading and fluency but that assumes that the kid who's a higher level kid ie. Already knows how to read words you know is coming in and needs to work on their comprehension and doesn't need to work on phonics and I don't think as I say, that it does enough ELA reading, writing stuff- I'm sorry let me not say reading stuff it does enough reading not writing stuff it's a lie that it's a comprehensive program. **Thank you**

I'd like to thank you for participating in the Read 180 study. For the purposes of transcription you will be teacher #4

These first questions have to do with classroom organization:

1. **Have you set up the Read 180 classroom in distinct areas i.e.**

   A designated place for: a. independent reading,

   b. computer area separated for individual work

   c. a skills areas for teacher directed small group lessons,

   d. whole group instruction area for start up as well as wrap up.

   Yes, I have.

2. **Is there sufficient room for students to move easily and efficiently?**
   That's why I set up the room, yes.

These questions relate to curriculum:

1. **Is the Read 180 paperback library complete? Do the students enjoy the stories and do they motivate the students to read?**
   Absolutely. Scholastic has picked very high interest reading books for all of the readers. So that they do enjoy the books. I'm impressed with their selection actually.
   Thank you

2. **Is the audio-book library complete and are there enough tape recorders? Do the students use them?**
   There are plenty of audio I do have plenty of CD players thanks to the district although most of the lexile scores for the audios are much higher so I'm working on getting audos with the lower lexiles for my level 1's and 2's.
   So those things exist they just need to fill that in?
   Yes

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?**
   They sure do. Not only do they have their lexiles but they have a poster which explains each book, where each book falls in their level.
   So they can connect that?
   Yes

Now in terms of the computer Station:

1. **Are all of the necessary computers, headphones and microphones present and operational?**
   Yes

2. **Is the topic CD library complete?**
   Yes it is.

3. **Do students have privacy in completing their oral reading and recording?**

Privacy, no, because they're right next to each other. But the students seem to respect each other especially when they do the fluency part everyone seems to quiet down. They don't have too much privacy, I have to be honest with you. But they get it done. And they take it seriously - very seriously, actually.

So you think they just respect one another and it's not an issue?
Yes

Now in terms of instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   Whole group is usually 20 minutes, and then the rotations are 60 minutes, and then I do a wrap up at the end. Sometimes I lose the wrap up time because rotations might, depending on my small group instruction, they might vary from 5-10 minutes.

2. **Do you use the supplemental books for additional skills reinforcement?**
   Of course I do, especially the Red book.
   And what's the Red book?
   The Red book are D I 2 which has a lot of the comprehension stuff in it. It has the breakdown of comprehension skills to reinforce when I'm doing the R book. So, comprehension, spelling, fluency, just another tool from the box to use.

3. **Do you develop your own materials or strategies and what are those? If you supplement the materials how often is that necessary?**
   I, in conjunction with the other teachers, have basically based on our standards have done extended writing pieces and fluency-extended writing-excuse me extended writing and listening passages to mirror the ELA.
   When you supplement how often do you do that?
   At least twice a week.

4. **What generalizable reading strategies does the program teach?**
   All areas of comprehension, fluency, um the main idea, cause and effect, drawing conclusions, they all - every *r* book theme will concentrate on one area like usually Workshop One is main idea, Workshop Two is problem and solution, so each workshop has their own comprehension skill that they're working on including fluency with fluency checks.

Now this has to do with the independent reading:

1. **Do the students utilize the allocated time and materials well?**
   With guidance they do. Using my Assistant to guide them. Sometimes the students are tired and they don't want to read for the entire time but they have benchmarks they have to meet so with the guidance of a Assistant.

2. **Have you needed to make any modifications to the program?**
   Independent- reading? In the beginning basically just matching the kids to the books. Modifications-my lowest group in the beginning of the year does sit with the Assistant and they do a book together. So it's modeled of what we expect.

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**

Overall yes, there are a couple, of course, that are not meeting their benchmarks because they're not motivated, a maturity issue for my 5th graders. They just want to read short little books they don't want to go into chapter books. But overall they're good they really take responsibility. A lot of my 7th graders have read a book on their own for the first time so it's ownership now they're doing well and they want to read more books

Now these are your comments:

1. **What are your overall comments on the efficacy of the program?**
   Overall, I think it's good, although I think more writing needs to be put into it because although it is a reading program there's not enough writing. I don't know if that goes along with the study. It's just very short paragraphs that they want the kids to write and they need to expand as you go up the grades you need to be able to write essays and expand on their thoughts and Read 180 doesn't have that so we supplement that.

2. **Does the lexile growth reflect the progress you observe the students making?**
   Yes
   So if a student is making 100-200 lexile growth it's evident?
   Yes, it is evident, especially in their spelling and their writing.

3. **Do you think that this program aligns to the performance needs of the ELA?**
   No, they don't align. We make them align with my additional materials but do they align? Not in my opinion.
   In what areas?
   Just the comprehension questions –with the ELA standards or the actual test-the test-No it doesn't really mirror anything on the ELA because for example in the R book there's only like 5 multiple choice questions but basically main idea questions, although there's listening on the computer there's no, like, listening and there's not too much poetry so it doesn't really mirror. So that's why again we add activities for each workshop.
   So the teachers are adding activities that will look to the performance on the ELA?
   Yes

4. **Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**
   That's a good question. I would keep the independent reading because that's how kids improve with the meta- cognition with reading. I would keep the computer component but I would incorporate more inferential, I would try to incorporate writing if that could be done. I would incorporate more writing with higher level thinking and have them respond because on the computer after they do the word zone or comprehension zone they're just answering multiple choice questions when I used to see their growth some sort of writing a couple of sentences or a small paragraph. I would like to see that.

   Stuff I would like to get rid of that's tough because it's a good program it just needs to be modified. I think I would keep all the components because the R Book is good. I don't know if I would get rid of anything. I don't think I would. It's a good program it's done all the hard work they've got all the grade books they did all this research in Florida like no other program. Do you know what maybe- I would make – you know I'm going to think about that and get back to you.
   Thank you very much

I'd like to thank you for volunteering to participate in my study and for the purposes of transcription you will be teacher #5

The first set of questions has to do with the classroom organization:

1. **Have you set up the Read 180 classroom in distinct areas i.e.**
   A designated place for: a. independent reading,

   b. computer area separated for individual work

   c. a skills areas for teacher directed small group lessons,

   d. whole group instruction area for start up as well as wrap up.

   Yes

2. **Is there sufficient room for students to move easily and efficiently?**
   Yes

How these are curriculum questions:

1. **Is the Read 180 paperback library complete?**
   Um, Yes, I've had to order a lot of the extra supplemental stuff that they have available. I think I have everything they have available. Sometimes, I find that the kids that I've had for two years that they've read a lot of the books so I'm getting into a problem where some of the kids read many many of the books on their lexile so I've had to kind of go into the staging out.
   So does that mean they're coming from other Read 180 programs?
   If they were in at 6th grade and then they're in at 7th grade it's the same series it's that same B series so a lot of them have read a lot of the books last year, so I'm seeing that I'm running into a problem like I said I've ordered everything they had I wish that they would get some more stuff.
   So you're expanding the library?
   This year we had gotten stage A and even though it's supposed to be for the lower grades it still has the lexiles on the back so I'm letting them dip into those.
   OK
   When they were in the previous year they would have been reading the appropriate books- they wouldn't have been out of lexile they're just staying in their lexile band longer? Cause you're running out of books?
   Some of them the lexile might be if their lexile hasn't gone up a hundred or two hundred then they're pretty much in the same lexile group and sometimes I've brought in the two-if you're on level one they've started reading level two books but still not all level two books are appropriate for the group of level one readers I find that some are easier than others.
   OK, I understand now. Do the students enjoy the stories and do they motivate the students to read
   Yeah I've heard them recommend books to other students that they would like or that they find interesting. Some of my lower groups I have reading with my aid rather than doing it independently because they really weren't reading so this way the activity sheets were getting done and if you would like to look at them-they have a very thorough reading journal that I have them keep on each book and we compromise when they're in the group there's girls and boys and if there's a girlie book and there's some boys then I let them the boys pick the next book after that.

2. **Is the audio-book library complete and are there enough tape recorders? Do the students use them?**
   Yes it's complete and I also have a supplementary kit for the audio books so we have an extra kit on that. The CD player s–there's always so many problems with the CD players that's one of the downfalls –the batteries are dead or the kids fooling with the batteries or they're all tangled up or

the headphones don't work I personally don't let my kids use the audio books until the last couple of months of school because I find in the past in the first year that I did the Read 180 that's all they would do is sit there and listen to the audio books and I'd rather let them read the book so they're really not allowed to use the audio books. Probably when we get back from break I'll start opening them and giving the audio books to them.
So the next question is how do they use them -so they use them only under your direction?
Yes and only certain kids that I know are going to be able to read them because in the past like I said, in my first year I had students sit and listen to the same book over and over or you really have to be on top of them you really can't listen to what they're listening to so sometimes I have a kid sit there with their I Pod and listen within their headphone.

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?** Yes

Now these are computer questions:

1. **Are all of the necessary computers, headphones and microphones present and operational?**
   Yes

2. **Is the topic CD library complete?**
   Yes

3. **Do students have privacy in completing their oral reading and recording?**
   As much as we can I mean they're somewhat close together so as best they can, yes.

These questions have to do with instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   I have to say 20 minutes to a half hour for whole group and then I try to get at least 15, sometimes it's 15-25 minutes in the rotations depending on how whole group went.
   OK

2. **Do you use the supplemental books for additional skills reinforcement?**
   Yes, a lot.

3. **Do you develop your own materials or strategies and what are those?**
   Yes a lot see one of the things that I find is that there's really not enough in the Read 180 to the whole group and small group that I can do the whole group and small group in one block you know I always have to get extra stuff so in addition to using the extra Read 180 stuff I make up a lot of my own for every workshop I make up my own vocabulary test , I make up my own comprehension test for each story just because I find it hard to generate a lot of grades with the Read 180 and I don't like to take all the grades off the computer. So I make up my own tests for everything. I make up homework packets that go with every single workshop because I think that it's the homework that reinforce all the skills that they're doing so if it's cause and effect they have, for example, let's say that workshop 5 is a cause and effect, for example, they'll have 3 packets for homework one packet concentrates on all the spelling and vocabulary words , it's a spelling packet and it has them writing the spelling words from all the workshop 5 times each , alphabetical order, all kinds of activities like that and the second packet would be the vocabulary packet where it's the same words but now we're looking up the definitions, dividing them into syllables - actually the syllables is part of the spelling thing - writing sentences and then the third

packet is the skills packet so whatever activity so that whatever skill workshop is on if it's a nightly assignment like maybe a little reading in cause and effect activity in the skills packet.

So you do this continually? And my next question is: If you supplement the materials how often is that necessary?

I do it every day

4. **What generalizable reading strategies does the program teach?**
   Well it varies on each workshop like I said each workshop concentrates on one specific different reading strategy whether it be like cause and effect, drawing conclusions, whatever. I try to do them anyway ever day as many as I can get in just because it's concentrating on cause and effect doesn't mean the other ones aren't in there and then I try to draw back into the other books you know inferencing. I like to go back to workshops where inferencing where I try to draw back because it really doesn't redo it in each workshop you really kind of have to do it yourself. Thanks

Now the independent reading:

1. **Do the students utilize the allocated time and materials well?**
   Yes because I have my aid sitting with them.
   Because you've organized that a lot?
   Yes, in my first year, no, it was a waste of time, actually I thought, now that I have my aid that's kind of like her thing the rotation and she's on top of them so yes.

2. **Have you needed to make any modifications to the program?**
   Yes

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**
   Yes I've seen a lot of improvement in my kids, I really have.

Now these are your teacher comments:

1. **What are your overall comments on the efficacy of the program? Productiveness, effectiveness.**
   I think that it is very effective however, like I said, I have to do a lot of supplementary activities that are not included in the program and I have to find them myself but they do really enjoy the rotation, they are getting a lot off the computers with the independent reading and us reading they're reading more books than I think they ever would on their own. I mean I have my kids they've taken like 10- 15 quizzes already this year, they've read that many books. So I've definitely seen a big improvement but I do think there's a lot of - I mean like there's not enough grammar in the program I have to do a lot on grammar I don't think there's enough writing in the program. It has them writing paragraphs, I have them write essays so I don't kind of think it's as far as it's grade development appropriate. I think that a 7th grader should be writing an essay not a paragraph so I kind of have to do extra stuff. You know it's more reading not so much LA but I have them doing ELA so I have to introduce some LA.
   Great

2. **Does the lexile growth reflect the progress you observe the students making?**
   Yes it does.

3. **Do you think that this program aligns to the performance needs of the ELA?**
   Not really, not as far as writing, like I said, the writing piece just the reading passages and the questions you have to answer it just seems - it's a lot simpler in Read 180 than it is on the actual test. So I've been supplementing like old ELA tests with them and doing stuff with them. I definitely think the writing –there's definitely not enough writing in it.

4. **Last question-Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**
   I definitely would keep the rotation. I like the idea of the whole group and the rotation of the smaller groups. I would change, I would make maybe more materials for each of the workshops, I would definitely increase the writing. Maybe they could have some kind of writing like they have that L book now I don't know if you've seen it but they have that new L book that's with it that's more the grammar part that I actually really like. Maybe they can get something like that for the writing part. I would want a bigger selection of books.
   Thanks a lot
   You're welcome.

I'd like to thank you for volunteering for the Read 180 study and for the purposes of transcription you will be teacher #6

These questions all relate to classroom organization:

1. **Have you set up the Read 180 classroom in distinct areas i.e.**
   A designated place for: a. independent reading,

   b. computer area separated for individual work

   c. a skills areas for teacher directed small group lessons,

   d. whole group instruction area for start up as well as wrap up.

   Yes, I have personally set the class up and it is up and running like that on a daily basis.

2. **Is there sufficient room for students to move easily and efficiently?**
   Yes. We would always like a little more room but its fine.

Curriculum Inquiry:

1. **Is the Read 180 paperback library complete?**
   I would say yes. I deal with the fifth graders and the sixth graders and I find that there's an ample selection of books for them to read. Some people feel that on the seventh grade it starts –the pickings start to narrow a little bit more possibly for a repeat year in the program but I think I never have had a problem feeling that they don't have enough to read. The only, I actually on the lower end of the lexile scores sometimes it's a little more difficult to get the books for the kids but still even with that there are enough

   Do the students enjoy the stories and do they motivate the students to read?
   It seems so, it seems so.

2. **Is the audio-book library complete and are there enough tape recorders?**
   The tape recorders is always-just like whenever you use any type of technology that might require some teacher assistance that's the part that's you know –are the batteries OK, you know where's the tape, how do I use it and am I sitting close to a plug, you know those are the little things that go wrong and get in the way. I try to balance out not having too many kids on the audio books. I also don't want them rely too heavily on the audio books also. So it's almost –not to say a reward, but you don't get the audio book right away. There are fewer audio books so there's a smaller selection but it seems to be fine.
   So students do use them?
   And they love it but you really have to watch that a student is reading along with the audio instead of just kicking back and listening. They can do that in the car.

3. **Are all of the books labeled and do students understand their lexile levels for independent reading?**
   My students are very well trained in the lexiles and the books and they're always looking to try to get to a higher lexile and can they select a book that has a higher lexile. They're completely familiar with that.

Computer Station:

1. **Are all of the necessary computers, headphones and microphones present and operational?**

Today. Today they are. Usually they are, we're pretty good with um you know you have the headsets seem to be the piece of equipment that will break down most frequently but we have a backup supply –which you have to have and we get them going . My teaching assistant is really well trained in figuring out all the little kinks a little better than I am, um but right now they're all fine.

2. **Is the topic CD library complete?**
   Yes

3. **Do students have privacy in completing their oral reading and recording?**
   Privacy? Wwell there's a student sitting next to them but hopefully the other student has his or her headset on and he's not paying attention to what the other person is doing.

Instruction:

1. **What are your allocated time segments for whole group and group rotations?**
   It's approximately 20 minutes per group.

2. **Do you use the supplemental books for additional skills reinforcement?**
   Not as much. I use the *r* book and then I haven't used the (I'm blanking on the name) the skills book that came out this year. I have not found that I use it –I supplement with my own materials. But I absolutely go through the *r* book.

3. **Do you develop your own materials or strategies and what are those?**
   Absolutely, for writing- I do a lot of writing with the students. So I don't necessarily use the writing that is in the *r* book I didn't think that it was detailed enough, it just didn't meet the requirements for what I wanted . I very much jump out of the Read 180 and I do my own. I start off with a very basic paragraph structure utilizing their use of linking words, you know, throughout. Utilizing Read 180 details the use of linking words within the writing program and I use that to a great extent with all my writing. I start with my own paragraph and I have this cheeseburger model and juicy details, topic sentence and conclusion are the buns and then I expand that into essay writing and so but that's completely all my writing is completely out of the Read 180 but I will do it in the same structure with the whole group instruction breaking up so the flow of the Read 180 instruction does not change I'm just not necessarily using their materials for writing.
   How often do you supplement that?
   Um, you know it's hard to say. We had a directive to only use 6 out of the 9 workshops for Read 180 for the sixth grade so you had to supplement quite a bit in sixth grade. Now I have mixed feelings on that how efficient that was but six workshops over the course of 40 weeks –you had to supplement a lot in sixth grade. So I found I was supplementing you know I do a lot of read-alouds also with the kids supplementing other reading materials certainly when you come to the ELA time there's some real prep materials that you utilize for that so I definitely think –I'm going to say perhaps a quarter of the year is supplemented.
   So twice a week?
   It's more per unit well when I'm in a workshop I'm in a workshop but then I infusing the writing that would supplement that so another piece of literature that would supplement that unit. I'm trying to think I certainly almost lost the last quarter with the *r* book specifically because if I didn't pace myself I was going to run out of workshops so I find that it's an interesting piece if

you are going to be –if you're only doing six workshops well then you can't be using the *r* book the full year. And I'm a little frustrated with that.

Do you know the rationale for the six?

I think the district felt that there were other materials needed to be supplemented in that's number one. You know, such as getting students to use novels. And I think it was also pacing if we're using stage B for sixth graders then what are we using for seventh graders-because in the seventh grade they're only using stage B workshop 7,8 and 9 period three workbooks , three workshops so there's so when you speak to anybody in the seventh grade there are even fewer lessons taught through the *r* book . Now in fifth grade all 9 workshops are designated. Do I still supplement? Yes but to a lesser extent –still with the writing –strongly with the writing but and certainly outside sources just to get prepared for , I don't do a lot of preparing for the ELA but there's still a little bit-you know-still some test specific things that you have to do-you have to supplement because there are only so many workshops.

4. **What generalizable reading strategies does the program teach?**
   Are you talking more-how to find main idea, summarizing, let's go through the list there's main idea, sequencing, and problem and solution, literary elements, cause and effect is another unit, -all the biggies.

Independent Reading:

1. **Do the students utilize the allocated time and materials well?**
   I feel - look –you're never going to get students who are going to always be completely absorbed in a book, but I find that in my classroom they really do utilize it well. I think part of the reason they do is because we have a very good teaching assistant who is making sure that they do it and she has a wonderful rapport with them. So if they need a little help to sit down next to me while you're reading but we are really on top of them. Are there a few who are staring out the window? Yeah, but I also feel that I work them hard those 90 minutes so if they're zoning out for a little bit in the end I'm still getting a lot of time out of them.

2. **Have you needed to make any modifications to the program?**
   The writing, I think the writing. I really love the structure the time allotment. I think that's really good. For the most part, just to add some of the writing. That is the big part, there really isn't an opportunity if you follow the program strictly for read-alouds and we strongly believe in read-alouds I do a lot of that and the only thing I do, which is funny, when somebody came into observe the program - not observe me - bringing some people I often times give a break when the bell rings to start the next period because I just feel that they need to get up and I found that if my groups are timed with that 20 minutes is up around that time of the bell go get a drink quickly come back, get into your next group and it's boom they're right into –they go out they get a drink, they come from the bathroom and they're in their group and they're working so I think you save time even though excuse me even though you're losing time you save time.

3. **Do the students enjoy reading the selections and are you pleased with the rate and fluency that they demonstrate?**
   I think - Are you talking about the selections in the the *r* book or the independent reading-

   we're still in the independent reading-

   in the independent book it's um sometimes I think well first of all it's hard to always monitor their rate and fluency see because they're in independent reading and I'm in the small group instruction

but um I would say that sometimes it's a little too slow on how long it takes them to get through a book that I'd like to see and there's a big variation. You know some students are reading 4 books in a quarter some kids are reading one book in a quarter so I think that's something –that's also how much they're focusing in that time period as well-but overall I feel their rate and fluency has improved so I'm hoping that the independent reading is one part of it's that helping - if that answers the question.

Teacher Comments:

1. **What are your overall comments on the efficacy of the program?**
   I like, I happen to feel that the program targets the kids' needs in a very motivating way. I think the selections are highly engaging. I think the computer program targets what they need at that time. The structure of the flow of the classroom enables you to get all the kids-get their needs met in the small groups. All those things combined really enable you to teach the students well.

2. **Does the lexile growth reflect the progress you observe the students making?**
   Yep, yep, absolutely.

3. **Do you think that this program aligns to the performance needs of the ELA?**
   Good question , good question. For the most part, but not completely. There are some aspects of literature and analyzing literature that's missed with the program. You know if you only use-by the time you get to the ELA you only did one workshop that focused on a short story with literary elements you'd miss a lot of what you need to do On one hand I like the way that each workshop focuses on one reading strategy such as main idea or sequencing, but it's not focusing on all the other strategies that are needed until that workshop which actually goes back to how I actually supplement. That's another way I do supplement. When we're doing a reading selection you know after I may have done oral cloze - which is one strategy I love - I have other questions that I'm asking students and I'm asking to prove the answer to a lot of those like some inferencing questions, drawing conclusions some –you know maybe it's just some direct response questions they need to find the answers . I'm doing a lot of locating the answers and incorporating other reading skills in addition to the ones selected..I guess that is a strong thing that I do. I do that all the time .

4. **Now that you have had experience with this highly structured program, what elements would you keep and what elements would you change in the future?**

   Um good one. The rotations I would keep. I would keep the computerized - the individualized computerized program- I would completely keep that. I would put some more material in the teacher's hands, I mean I supplement and I'm OK not to negate what I'm saying I'm OK with being able to supplement but if the program isn't going to carry you for the full year than I think there needs to be other supplements. I happen to be very happy with the program. I like the way it flows. I'm getting good results with the kids, so there's not a lot – I like the independent reading. I sprinkle in some independent, you know, free choice reading you know I have my own library in the class. The structure of the program I happen to really like.

Appendix B

Principal Questionnaire and Transcription

Administrative Questionnaire for semi-structured interview

Classroom organization:

1. Based on your observations of the program, do the rotating groups work smoothly in the space allocated?
2. Are the independent reading area, computer area and instructional area supportive of adolescent reading requirements?

Entrance criteria:

1. The original entrance criteria was based mainly on the student's score on the individual student's receiving an ELA score -has that criteria remained the same or have other factors come into play?

Exit Criteria:

1. The original exit criteria were based on the individual student's ELA score and lexile growth within the SRA program. Do these criteria still remain? Has it been refined as a result of your experience with the program?

Program Modification:

1. Did you institute any program modifications based on the student's needs in your building? Were they effective?

Efficacy:

1. Having worked with this program for two years do you have an opinion concerning the efficacy of the program on your adolescent reader?
2. Is there any sub group (such as Special Education or English Language Learners) that was a good match for the structure and design of the program?

Thank you very much for volunteering in the Read 180 study. Today is March 10th and for the purposes of transcription you will be Principal #1, so let's begin.

These questions relate to classroom organization.

1. **Based on your observations of the program, do the rotating groups work smoothly in the space allocated?**
   Yes, they work quite well especially students who've been in the program for two years now are used to the rotation. We have it set up with tables in the front so the teacher can teach the whole group, the class. We have a guided reading table which is a U shaped table to do the guided reading section off to the side, the computers are on the back wall opposite that table and then we have carpet on the floor, bean bag chairs where the students do the independent reading and the independent work there.

2. **Are the independent reading area, computer area and instructional area supportive of adolescent reading requirements?**
   Yes, absolutely I think the guided reading small group instruction reading with the teacher is probably the most effective thing we can do at the middle level, at the elementary level wherever it is, but being able to have those conversations with the students - those small group instructions where everybody's participating everybody's actively engaged I think that's extremely important. Read 180 models that and has that we also have the computer piece which differentiates instruction based on where the students are - addresses their weaknesses, their strengths and it's also engaging enough that students want to participate and want to be involved in it and its low maintenance center activity for the teacher. And of course the students do need to do reading. That independent reading center or station where they're doing or producing work on their own is usually supervised by the teacher's assistant in the classroom. I do think the centers are quite effective. (thank you)

Entrance criteria:

1. **The original entrance criteria was based mainly on the student's score on the individual student's receiving an ELA score -has that criteria remained the same or have other factors come into play?**
   That's our first baseline where we really look at the first determination of which of the kids that we want in the program. Now only one because you may have a student that is not in the program got a 648 may have had a bad day on the ELA and the student comes in with a 652 it's one question on the ELA. How can you make a determination based on that one question? So we use that as our initial baseline to say, "so here's our chunk of maybe 70 students we want to consider for the program but we only have 50 or 60 spaces," whatever that may be. Now we go down to teacher recommendation - the classroom teacher , the English teacher ,the reading teacher. We administer the SRI which is Scholastic's reading inventory which gives a lexile score. We have licenses in the building for students to take that without actually being on the program so we can test them that way and our reading teachers can sit down with them and do individual assessments such as a DRA or we also give the Gates. We started giving the Gates this year as a pilot test to get another indicator of where some of our students who may be in danger are at
   So then the team meets and decides or you decide?
   I meet with the reading teacher and usually make the decision.

Exit Criteria:

1. **The original exit criteria was based on the individual student's ELA score and lexile growth within the SRA program. Do these criteria still remain? Has it been refined as a result of your experience with the program?**
   It's based on lexile score of the Read 180 as well as the results on the NY State exam and that is where we are now. Also, if the student has been in the program for two years with no growth, which does not happen often, but if that does happen then students will be exited and we have to find a different intervention. **Thanks**

Program Modification:

1. **Did you institute any program modifications based on the student's needs in your building? Were they effective?**
   We have added an after school writing program for one of our sections to the criteria and is that effective- I believe so.

Efficacy:

1. **Having worked with this program for two years do you have an opinion concerning the efficacy of the program on your adolescent reader?**
   Yes I really believe it's the best thing that we do as an intervention service at the middle level and since I've been involved in it I've expanded the program into fifth grade last year and expanded two sections an extra sixth grade and extra seventh grade section this year and I really believe in the program. I think it helps the students, the students seem to enjoy the program and seem to build confidence when they participate.
2. **Is there any sub group (such as Special Education or English Language Learners) that was a good match for the structure and design of the program?**
   The program really fits well with the middle level learners in general those middle school students the centers the small groups the ability to get up and move at different times the time to be working independently the computer time the period of time when the teacher works with the group all middle level students we do notice that our English Language learners really excel in this program probably more so than anything their doing in this building.
   Thank you

I would like to thank you for volunteering for this interview on Read 180. Today is March 11th and you for the purpose of transcription you will be Principal #2.

These two questions are based on classroom organization:

1. **Based on your observations of the program, do the rotating groups work smoothly in the space allocated?**
   Yes they do.

   Would you like to expand on that?
   The rotations where in the two Read 180 labs there's a large amount of room for 6 computers they have the area where they do small group and they also have areas for independent reading and rotations for whole groups.
   Thank you

   Are the independent reading area, computer area and instructional area supportive of adolescent reading requirements?
   Yes they're supportive in terms of close proximity to the teacher. There is room for the teacher to monitor and the materials are appropriate.
   Thank you

Entrance criteria:

1. **The original entrance criteria was based mainly on the student's score on the individual student's receiving an ELA score. Has that criteria remained the same or have adjustments been made?**
   We made changes we felt that the State assessment on the ELA was more of an assessment on the schools program as opposed to the individual child. So we administer the Gates McGinity which looks at comprehension and decoding we do look at the ELA assessments in addition to - we also look at NYSSLAT scores and we look at teacher observations and we look at the reading style inventory to determine who should be in the program

Exit Criteria:

1. **The original exit criteria was based on the individual student's ELA score and lexile growth within the Scholastic program. Do these criteria still remain? Has it been refined as a result of your experience with the program?**
   We're basically looking at the lexiles for exit criteria, also teacher observation and documentation during progress monitoring at the time that they're in. The ELA exam has been moved to the end of April so by the time the scores get back it will be past our scheduling cycle so we will continue to look at, not the exit criteria, but the post test for the Gates to help us with that, that would be the greatest indicator but then once the scores come back during the summer we can look at those two measures. For the fifth grade, I had mentioned that we are looking at the DRA's also as a predictor of who goes into Read 180, they do DRA's in grade 4 so we're looking at that also as an indicator of who should be in when they come here as 5th graders.
   Thanks.

Program Modification:

1. **Did you institute any program modifications based on the student's needs in your building? Were they effective?**
   Yes, in 2008-2009 we had an additional writing class, AIS writing class, because the Read 180 was unfortunately a double period with a reading and an ELA block so the students weren't getting as much writing or actually were missing a quarter of a class so the AIS would be in

addition to not in place of so for this coming school year 2009-2010 we will be scheduling ELA plus a 90 minute reading block of Read 180.

Now that rotates during the day the AIS?

No that stays all year they don't go to any practical arts classes and they take the supplementary writing course for that - actually it wasn't AIS it was music and PE for every other day they took the writing, but next year it will be in place of PE and Practical Arts so they have to get practical arts in the 8th grade they won't have it in 5th and 6th.

So next year that would be every day?

OK Next year everyone is taking the ELA those students that are going to be taking Read 180 will have ELA and then they will have a Read 180 ninety minute block so right now it's Math, Science, Social Studies, ELA, and reading so everybody's going to take ELA - Math, Science and Social Studies and then the Read 180 students, reading, plus the other block for Read 180 so there'll be 90 minutes. So instead of taking Practical Arts the other 45 minutes there will be the second half of Read 180 their reading is going to be a 90 minute reading block. So it will be supplemental to the core as opposed to replacing it which is the way it is now. Which is why we had to do the modifications for the writing

Efficacy:

1. **Having worked with this program for two years do you have an opinion concerning the efficacy of the program on your adolescent reader?**
   It works for a large number of students in terms of their confidence in reading, their participation, also their lexiles show they're making gains in those areas that are being assessed they have the kids move to many more of the "mainstreamed classes" reading classes. There are some students that it's not working for so we have to look at some alternatives for that and it could be that our criteria is off a little bit in terms of looking at who belongs in there.
2. **Is there any sub group (such as Special Education or English Language Learners) that was a good match for the structure and design of the program?**
   I think both those sub groups are doing well in the program. Again we look at who goes in there we had a blanket statement that any child that en we look at the criteria of who goes in there we had a blanket statement that any child that was a FLEP we gave Read 180 even the ones that were proficient on the NYSESLAT that doesn't mean that they were proficient in the English language arts or reading we put them in we may have to also tweek the criteria a little further in terms of who should go in as English Language Learner so that will be an issue and language could be an issue.

   Now could you explain FLEP

   If we had a student that was getting ESL services for six years or more and they passed the NYSESLAT and they are proficient those are the FLEP students.

Principal Interview 3

I would like to thank you for volunteering to participate in this study. Today is March 11th.
My pleasure it's good to be here.
Thank you -for the purposes of this study your information will be catalogued as Principal #3.
Very Good

The first two questions are based on classroom organization-

1. **Based on your observations of the program, do the rotating groups work smoothly in the space allocated?**
   Yes, we have what I would I consider to be an appropriate - not exactly perfect space or optimal - but definitely an appropriate space and the movement between the three groups on twenty minute intervals works very well.

2. **Are the independent reading area, computer area and instructional area supportive of adolescent reading requirements?**
   Based on our experience and knowledge of their development, I would say with a little caveat. I think the free read area needs to be a little more inviting a little bit less institutional.
   Thank you

Entrance criteria

1. **The original entrance criteria was based mainly on the student's score on the individual student's receiving an ELA score.**
   And state assessments in Language Arts, correct.
   Has that criteria remained the same or have other factors come into play?
   We've definitely increased the measures with which we use to discriminate this including such things as entrance criteria that Read 180 itself and now System 44 the companion program sort of articulate for us. We've also looked at factors, especially our incoming fifth grade, that includes some of their learning modalities that have been identified in the fifth grade. We've looked at how successful they've been in class with language arts activities and performance standards. So I think we've used a lot more discriminating data than we did first with the program. I think the ELA score is indicative of some things but it's not enough for us to really be prescriptive.
   Do you have a standardized test that you use?
   No we do not. We do not have a universal assessment measure at this time. North Rockland is looking at some things that we might do in that area but there hasn't been a policy change at this point. (
   Great, thank you

Exit Criteria

1. **The original exit criteria was based on the individual student's ELA score and lexile growth within the SRA program. Do these criteria still remain? Has it been refined as a result of your experience with the program?**
   The exit criteria has not changed at appreciably an area that I am a little concerned about as well in terms of whether we are again being diagnostic enough on the back end of the program. However I think the lexile score and what is happening there is fine what our concern is as they leave the program mostly in a two year rotation, if you will, our concern is their writing skills because of the fact that Read 180 is basically a two period or 90 minute block, if you will, of time for students, they are out completely out of the language arts curriculum for two years and the piece that seems to be a concern, at least in the early data –and we're really only in the third year of data so it's just starting to be rich enough to look at it - the writing and grammar pieces are of a concern.
   So at this point you haven't refined the exit criteria but you are investigating it.
   Exactly right. Good way to say it.

Program Modification

1. **Did you institute any program modifications based on the student's needs in your building? Were they effective?**
   Good question I'm not sure quite how to answer that. If we could include the fact that we now have the System 44 piece of the puzzle if you will - the answer to the question would be yes and that would be it because what we are doing based on those entrance criteria we're seeing that some students really aren't appropriate for Read 180 because things like their phonemic awareness are so lacking or delayed that Read 180 is in effect too advanced for them and they won't reap the benefits of that program so therefore we are putting them in a System 44. As we move down the road again under discussion through another initiative in the district we are looking again at being more discrete and the possibility that Read 180 or System 44 isn't really what the student needs. Maybe they need a Wilson program or Orton reading program that really targets certain performance indicators for those students that are lacking rather than a more gross look at it than where we are right now. We're kind of hitting it with a large hammer. I think we need to be a little more refined and scalpel like.
   You mentioned the concern about the elimination of the ELA –do you have any after school writing program?
   We do. We have an after school success program that targets some of those people for 5th, 6th, and 7th graders we don't discriminate between Read 180 students and non-Read 180 or regular ed. students if you will in terms of their access to that program-we look at where they are an again how they've done on the assessments in ELA and how they're doing in their class –we have teacher recommendation based on certain skill deficiencies to put them in those programs as well so that not only the students in Read 180 access that .
   Thank you

Efficacy

1. **Having worked with this program for two years do you have an opinion concerning the efficacy of the program on your adolescent reader?**
   I would say I think there is a high level of efficacy particularly with the way the program approaches students. The computer or technology aspect, the small group instruction within the program itself as a whole. I think these are all things that are efficacious to use that word. However I think there needs to be more from my end as an administrator in terms of looking at that closely and again, going back to what I just said before, making sure that we have the right students in that program that it's we're putting students in that program that will reach success because the program is targeting their specific needs in language arts and reading rather than it is the answer because it isn't - it's a tool it is not the tool
   Thank you

2. **Last question- Is there any sub group (such as Special Education or English Language Learners) that was a good match for the structure and design of the program?**
   A specific - I don't think the English Language Learner is a group that has a high degree of success. I think there are other things that we're looking at other programs that are much more efficacious, again, in that area. However, I think the student who is a, either a native speaker of fluent, but has had difficulties in terms of comprehension specifically - reading comprehension and reading interest - Read 180 is a program that I would think of first for those students specifically. The comprehension especially is a big piece that I think it hits well, but the comprehension are fine but they still have phonemic awareness on the low end or they have sort of text to world understandings in the real advanced comprehension area Read 180 is not for those students.
   Thank you very much for volunteering.

Appendix C

Lexile Grade Equivalent Chart from Scholastic

Reading Grade-Level Comparison Chart

Descriptor	Grade Level	Guided Reading	Basal	DRP	Reading Recovery	DRA Level	Lexile
Emergent	Kindergarten Grade One	A	Readiness		1	A & 1	
Early	Kindergarten Grade One	B			2	2 & 3	
	Kindergarten Grade One		PP1		3 & 4	4	
	Grade One	D	PP2	25-30	5 & 6	6	100-400
	Grade One	E	PP3		7 & 8	8	
	Grade One	F	Primer		9 & 10	10	
	Grade One	G			11 & 12	12	
Transitional	Grade One	H	Grade One		13 & 14	14	
	Grade One Grade Two	I			15, 16 & 17	16	
	Grade Two	J	Grade Two	30-44	18, 19 & 20	18	300-600
	Grade Two	K				20	
	Grade Two	L				24	
	Grade Two Grade Three	M				28	
Self-extending	Grade Three	N	Grade Three	44-54		30	500-800
	Grade Three	O				34	
	Grade Three Grade Four	P				38	
Advanced	Grade Four	Q & R	Grade Four			40-44	600-900
	Grade Five		Grade Five			50	700-1000
	Grade Six	S - Z	Grade Six			60	800-1050
	Grade Seven					70	850-1099
	Grade Eight					80	900-1150
	Grade Nine						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+

Appendix D

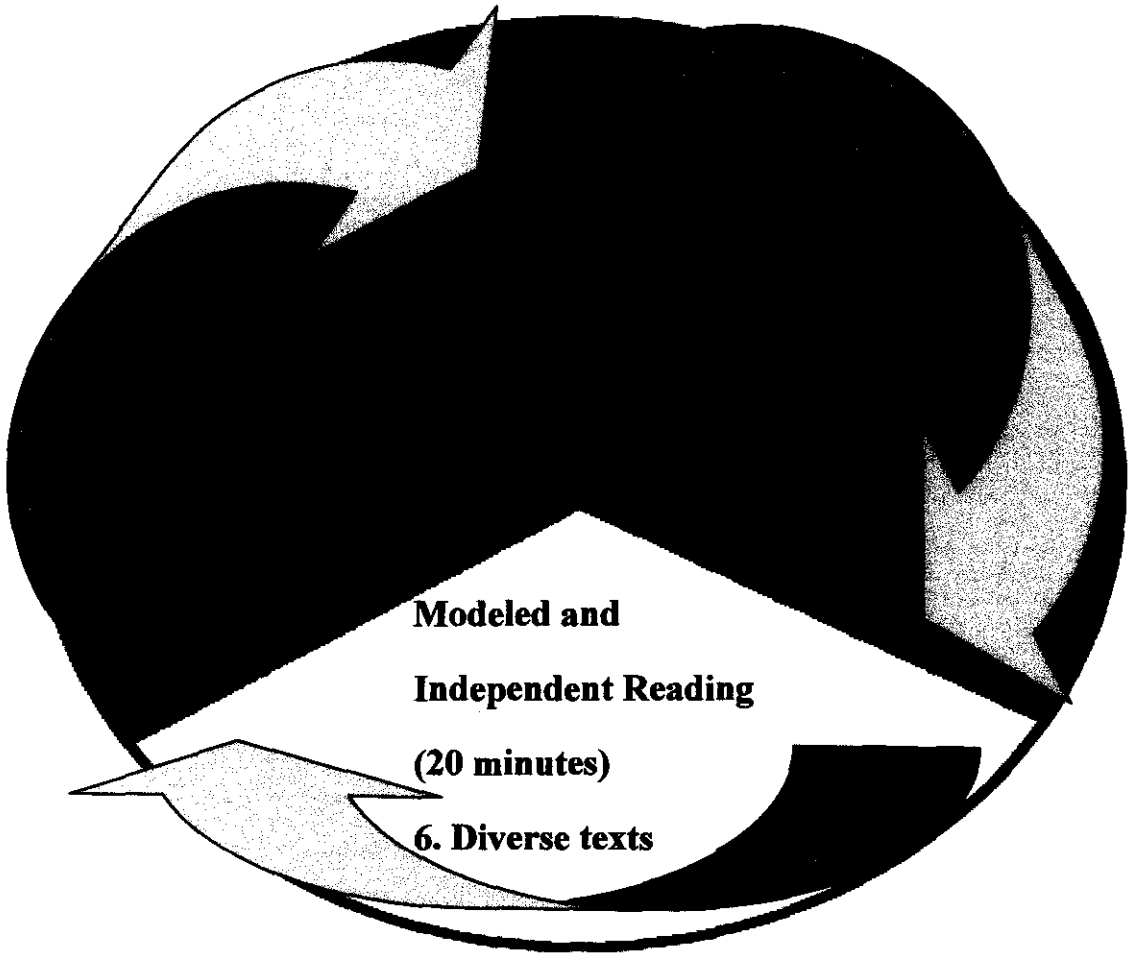
Reading Next Graphic

Reading Next Alliance for Education illustrated in the

Read 180 structure

Whole Group Instruction-10 minutes

1. Direct explicit instruction- 2. Principals embedded in content



Whole Group wrap up- 90 minutes total program

11. Extended time for literacy

Rico and Ridge (2009)

Appendix E

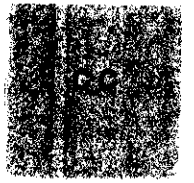
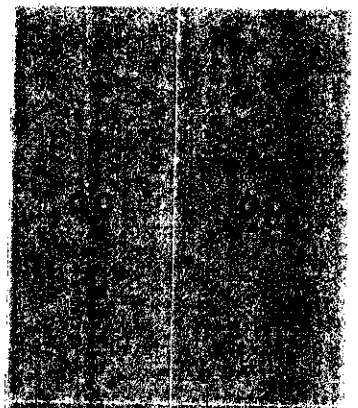
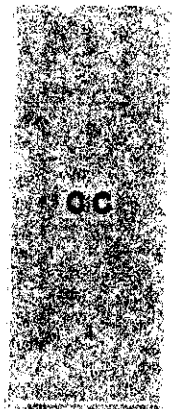
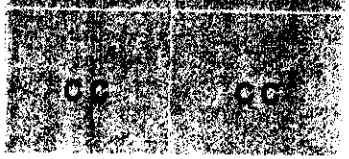
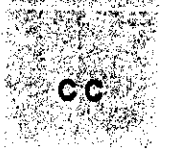
Analysis of Competing Hypothesis Matrix

		H: 1 Classroom organization :Rotating groups work smoothly	H: 2 Three rotations support adolescent reading requirements	H: 3 Entrance criteria of 2 on ELA continues	H: 4 Exit criteria passing ELA remains the same	H: 5 Changes to the program based on needs in your buiding	H: 6 Program was effective	H: 7 Sub groups such as Special Education /ELL's wen a match
	Inconsistency Score ⇨	-0	-0	-0	-0	-0	-0	-4
E25	A specific-I don't think the English Language Learner is a group that has a high degree of success I think there are other things that we're looking at other programs that are much more efficacious	NA	NA	NA	NA	NA	NA	I I
E26	I would think of first for those students specifically the comprehension especially is a big piece that I think it hits well but the comprehension are fine	NA	NA	NA	NA	C C	C	I
E15	t works for a large number of students in terms of their confidence in reading their participation also their lexiles show they're making gains in those areas that are beina assessed	NA	NA	NA	NA	C C	C C	I

E24	I would say I think there is a high level of efficacy particularly with the way the program approaches students the computer or technology aspect	[redacted]		NA	NA	[redacted]		NA
E23	We do we have an after school success program	NA	NA	NA	NA	[redacted]	NA	NA
E22	what we are doing based on those entrance criteria we're seeing that some students really aren't appropriate for Read 180 because things like their phonemic awareness are so lacking	NA	NA	NA	C	NA	NA	N
E21	The exit criteria has not changed at appreciably an area that I am a little concerned about as well in terms of whether we are again being diagnostic enough on the back end of the program.	NA	NA	NA	C	NA	NA	NA
E20	I think the ELA score is indicative of some things but not enough for us to really be prescriptive.	NA	NA	C	NA	C	NA	NA
E19	And state assessments in Language Arts correct	NA	NA	C	NA	NA	NA	NA
E18	Based on our experience and knowledge of their	C	C	NA	NA	C	NA	NA

	development						
E17	the movement between the three groups on twenty minute intervals works very well.	[redacted]	NA	NA	NA	NA	NA
E16	I think both groups are doing well in the program again we look at who goes in	NA	NA	NA	NA	NA	[redacted]
E14	Yes, in 2008-2009 we had an additional writing class AIS writing class because the Read 180 was unfortunately a double period with a reading and an ELA block so the students weren't getting as much writing	NA	NA	NA	C	[redacted]	C	NA
E13	we're looking at that also as an indicator of who should be in when they come here as 5th graders. (thanks)	NA	NA	C	NA	[redacted]	NA	NA
E12	We're basically looking at the lexiles for exit criteria also teacher observation and documentation during progress monitoring at the time that they're in -the ELA exam has been moved to the end of April so by the time the scores get back it will be past our scheduling	NA	NA	NA	C	[redacted]	NA	NA

E11	We made changes we felt that the State assessment on the ELA was more of an assessment on the schools program	NA	NA	C	NA	C	NA	C
E10	Yes they're supportive in terms of close proximity to the teacher there is room for the teacher to monitor and the materials are appropriate	[illegible]		NA	NA	NA	NA	NA
E9	Yes they do.	[illegible]	NA	NA	NA	NA	NA	NA
E8	that our English Language learners really excel in this program probably more so than anything their doing in this building	NA	NA	NA	NA	[illegible]		
E7	Yes I really believe it's the best thing that we do as an intervention service at the middle level and since I've been involved in it I've expanded the program into fifth grade last year and expanded two sections an extra sixth grade and extra seventh grade section this year	NA	NA	NA	NA	[illegible]		NA
E6	We have added an after school writing program for one of our sections	NA	NA	NA	NA	[illegible]		NA

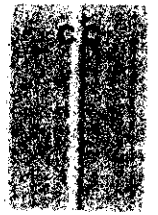
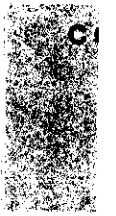
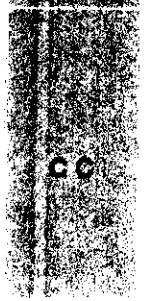
E5	it s based on lexile score or the Read 180 as well as the results on the NY State exam and that is where we are now	NA	NA	NA		C	NA	NA
E4	That's our first baseline where we really look at the first determination of which of the kids that we want in the program now	NA	NA	C	NA	C	NA	NA
E3	Read 180 models that and has that we also have the computer piece which is differentiates instruction based on where the students are addresses their weaknesses their strengths and it's also engaging enough students want to participate and want to be involved in it			NA	NA	NA		NA
E2	Yes, absolutely I think the guided reading small group instruction reading with the teacher is probably the most effective thing we can do at the middle level			NA	NA	NA		NA
E1	Yes, they work quite well especially students who've been in the program for two years now			NA	NA	NA		NA

Main

		H: 1	H: 2	H: 3	H: 4	H: 5	H: 6	H: 7	H: 8	H: 9	H: 10
		The Read 180 classroom is set up according to program guidelines	Curriculum library has sufficient books and stories motivate the students to read.	The computer area has necessary hardware and software and ease of student use	Teachers use time slots for roatations and use supplemental materials	Teachers develop their own materials because there are components missing	Independent reading selections are adequate	Program is effective in teaching adolescent readers	Lexile growth reflects true reading growth	Read 180 program adequtely prepares students for the ELA	There are recommend changes to the Read 180 prograi
	Inconsistency Score ⇨	-0	-2	-1	-1	-0	-2	-3	-1	-11	-0
E75	I would put some more material in the teacher's hands, I	NA	NA	NA	NA	NA	NA	C C	NA	NA	C C
E74	for the most part but not completely-there are some aspects of literature and analyzing literature that's missed with the program-	NA	NA	NA	NA	NA	NA	NA	NA	C	NA
E73	Yep yep absolutely	NA	NA	NA	NA	NA	NA	NA	C C	NA	NA
	I like, I happen to feel that the program targets the kids needs in a very										

E72	motivating way. I think the selections are highly engaging I think the computer program targets what they need at that time	NA	CC	NA	NA	NA	NA	CC	NA	NA	NA
E71	overall I feel their rate and fluency has improved so I'm hoping that the independent reading part of it's that helping,	NA	NA	NA	NA	NA	NA	CC	NA	NA	NA
E70	The writing, I think the writing I really love the structure the time allotment I think that's really good for the most part just to add some of the writing	NA	NA	NA	CC	NA	NA	NA	NA	NA	CC
E69	I find that in my classroom they really do utilize it well.	NA	NA	NA	NA	NA	NA	CC	NA	NA	NA
E68	Absolutely ,for writing- I do a lot of writing with the students although I don't necessarily use the writing that is in the r book I didn't find that it was	NA	NA	NA	CC	CC	NA	NA	NA	NA	NA

	detailed enough										
E67	It's approximately 20 minutes per group.	[redacted]	NA	NA	[redacted]	NA	NA	NA	NA	NA	NA
E66	Today, today they are usually they are, we're pretty good with um you know you have the headsets seem to be the piece of equipment that will break down most frequently	NA	NA	C	NA	NA	NA	NA	NA	NA	NA
E65	I actually on the lower end of the lexile scores sometimes it's a little more difficult to get the books for the kids but still even with that there are enough .	NA	NA	NA	NA	NA	C	NA	NA	NA	NA
E64	Yes, I have personally set the class up and it is up and running like that on a daily basis.	[redacted]	NA	NA	NA	NA	NA	NA	NA	NA	NA
	I definitely would keep the rotation I like the idea of the whole group and the				[redacted]					[redacted]	

E63	rotation of the groups. I would change, I would make maybe more materials for each of the workshops	NA	NA	NA		NA	NA	NA	NA	NA	
E62	Not really, not as far as writing like I said the writing piece just the reading passages and the questions you have to answer it just seems it's a lot simpler in Read 180 than it is on the actual test.	NA	NA	NA	NA	NA	NA	NA	NA	I I	C
E61	Yes it does.	NA	NA	NA	NA	NA	NA	NA		NA	NA
E60	I think that it is very effective however like I said I have to do a lot of supplementary activities that are not included in the program	NA	NA	NA	NA		NA	C	NA	NA	NA
E59	I always have to get extra stuff so in addition to using the extra Read 180 stuff I make up a lot of my own for every workshop I make up my own vocabulary	NA	NA	NA	NA		NA	NA	NA	NA	NA

	test,										
E58	Yes, a lot.	NA	NA	NA	C	C	C	NA	NA	NA	NA	NA
E57	I have to say 20 minutes to a half hour for whole group and then I try to get at least 15 sometimes it's 15-25 minutes in the rotations depending on how whole group went	NA	NA	NA	C	C	NA	NA	NA	NA	NA	NA
E56	Yes it's complete and I also have a supplementary kit for the audio books so we have an extra kit on that.	NA	C	C	NA	NA	NA	C	C	NA	NA	NA	NA
E55	Yeah I've heard them recommend books to other students that they would like or that they find interesting	NA	C	C	NA	NA	NA	NA	C	C	NA	NA	NA
E54	Yes, I've had to order a lot of the extra supplemental stuff that they have available	C	C	C	NA	NA	NA	C	NA	NA	NA	NA	NA
	. I would incorporate more writing with higher level thinking												

E53	and have them respond because on the computer after they do the word zone or comprehension zone they're just answering multiple	NA	NA	NA	NA	NA	NA	C C	NA	NA	C
E52	No, they don't align. We make them align with my additional materials but do they align no in my opinion.	NA	NA	NA	NA	NA	NA	NA	NA	I I	NA
E51	Yes	NA	NA	NA	NA	NA	NA	NA	C C	NA	NA
E50	Overall, I think it's good although I think more writing needs to be put into it because although it is a reading program there's not enough writing.	NA	NA	NA	NA	NA	NA	C	NA	I	NA
E49	Overall yes, there are a couple of course that are not meeting their benchmarks because they're not motivated ,	NA	NA	NA	NA	NA	NA	C	NA	NA	NA
E48	Modifications-my lowest group in the beginning of the year	NA	NA	NA	NA	NA	NA	NA	NA	NA	C

	does sit with the Assistant and they do a book together										
E47	At least, twice a week.	NA	NA	NA	C	C	NA	NA	NA	NA	NA
E46	I in conjunction with the other teachers have basically based on our standards have done extended writing pieces and fluency-extended writing-excuse me extended writing and listening passages to mirror the ELA.	NA	NA	NA	C	C	NA	NA	NA	I	NA
E45	It has the breakdown of comprehension skills to reinforce when I'm doing the R book so comprehension, spelling, fluency, just another tool from the box to use.	NA	NA	NA	NA	NA	NA	C	NA	NA	NA
E44	Whole group is usually 20 minutes, and then the rotations are 60 minutes, and then I do a wrap up at the end.	C	NA	NA	C	NA	NA	NA	NA	NA	NA

E43	Yes, I have.	[redacted]	NA	NA	[redacted]	NA	NA	NA	NA	NA	NA
E42	Absolutely Scholastic has picked very high interest reading books for all of the readers so that they do enjoy the books. I'm impressed with their selection actually.	NA	[redacted]	NA	NA	NA	[redacted]	NA	NA	NA	NA
E41	You know, I think that it's a decent program if it's a reading program you know as a reading program I think it's OK.	NA	NA	NA	NA	NA	NA	C	NA	I	NA
E40	No, I think there is not enough writing. OK So, I don't think that it aligns to the performance needs of the ELA because there's not enough writing.	NA	NA	NA	NA	NA	NA	NA	NA	I	NA
E39	Yeah, although I think the lexile is a little bit of a racket because they imply for example that you can out kids who are	NA	NA	NA	NA	NA	NA	I	C	NA	NA

	beginning readers in Read 180 and I believe that kids need to be probably a solid third grader . My problem is that I have a few kids who it's not working for and I don't										
E38	understand why and Read 180 doesn't give you a lot of information	NA	NA	NA	NA	NA	NA	I	NA	NA	NA
	So far I think it's										
E37	working I am getting reasonable numbers	NA	NA	NA	NA	NA	NA	C	NA	NA	NA
	the kids do like it the topics are interesting to them, and the										
E36	software topics are interesting to them, the topics in the R book are interesting yeah the kids like them.	NA	NA	NA	NA	NA	NA	C	NA	NA	NA
	They do but and this										
E35	is the big but I don't allow them to just independently read	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	I been developing my own materials but I haven't systematized										

E34	that I m not to the point since it's my first year I filled in with ok the stuff we need to prepare for the ELA 's	NA	NA	NA	NA	C C	NA	NA	NA	I	NA
E33	Yes, but as in everything there is a need for supplemental skills reinforcement-	NA	NA	NA	C C	NA	NA	NA	NA	NA	NA
E32	OK, We try to do 20 minutes for whole group, 20 minutes for each one of the smaller groups and wrap up in like 5 minutes,		NA	NA	C C	NA	NA	NA	NA	NA	NA
E31	Most of the time but we have a lot of fall out the head phones break easily and we' ve had some computer issues but generally there's enough computers working	NA	NA	C	NA	NA	NA	NA	NA	NA	NA
E30	We have of all the kids I have to say have really good grades on their end off book tests	NA	NA	NA	NA	NA	NA	C C	NA	NA	NA

E29	I don t think so-they don't have enough books on a low level,	NA	I I	NA	NA	NA	I I	NA	NA	NA	NA
E28	I would include more writing and I would include definitely include more writing more grammar and it needs listening i	NA	NA	NA	NA	NA	NA	NA	NA	NA	
E27	No, no the ELA requires punctuation and grammar, at least for 7th grade the ELA requires a whole listening section, the ELA requires a writing section where the Read 180 program's very weak on the	NA	NA	NA	NA	NA	NA	NA	NA	I I	NA
E26	No, because their lexiles many time their lexiles may go down they may start high and they go down and then they go back up a bit so I don't know that the lexile growth shows it truly accurately	NA	NA	NA	NA	NA	NA	NA	I	NA	NA
E25	Overall, overall it's a good program	NA	NA	NA	NA	NA	NA	C	NA	NA	NA
	Yes modifications										

E24	Yes modifications, one of the modifications is my TA will do small group instruction with them they're all doing book	NA	NA	NA	NA	C C	NA	I	NA	NA	NA
E23	I guess I do one of the things I do with main idea is units which I did years ago as a reading teacher the students have to highlight the main word	NA	NA	NA	NA	C C	NA	NA	NA	NA	NA
E22	I use a little bit when there's time I do use a little bit of those	NA	NA	NA	C	C C	NA	NA	NA	NA	NA
E21	I don't do large group instruction I just do 3 30 minute segments depending on what the lesson is.	NA	NA	NA	I	NA	NA	NA	NA	NA	NA
E20	Yes	NA	C C	NA	NA	NA	C C	NA	NA	NA	NA
E19	No, it's very difficult to have working headphones, working microphones, they break down very quickly they break with so many students the	NA	NA	I	NA	NA	NA	NA	NA	NA	NA

	headphones are used 8 periods at before school and after										
E18	The Read 180 library is fairly complete for the Read 180. Some of the stories are interesting some of the stories are compelling.	NA	[illegible]	NA	NA	NA	[illegible]	NA	NA	NA	NA
E17	Yes we have those components I've set them up,	[illegible]	NA	NA	[illegible]	NA	NA	NA	NA	NA	NA
E16	I would not take away anything I think we need to add supplemental pieces of information to address students needs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
E15	I feel a big chunck of it there is a big piece that it does address but I also feel that there are pieces that are missing that teachers truly need to supplement	NA	NA	NA	NA	NA	NA	NA	NA	C	NA
E14	I would say it's 90% of the time it truly depicts what the child is but not all the	NA	NA	NA	NA	NA	NA	NA	C	NA	NA

	time.										
E13	focuses on academic language students are really encouraged to speak in complete sentences really educational discussions with each other	NA	NA	NA	NA	NA	NA	CC	NA	NA	NA
E12	I feel as though the program has a lot to give I feel that it really taps into the comprehension strategies and the test taking strategies skills	NA	NA	NA	NA	NA	NA	CC	NA	NA	NA
E11	Yes I truly feel the nitty gritty of reading every day the twenty minutes significantly impacts on their performance on the comprehension so I feel it's very important part of the program.	NA	CC	NA	CC	NA	CC	CC	NA	NA	NA
	It really targets everything that I want -comprehension, vocabulary, and it										

E10	overlaps the skills that they're doing in the computers as well as small groups so I'm very comfortable with that piece of the program.	NA	NA	NA	NA	NA	NA	CC	NA	NA	NA
E9	Yes they enjoy the guided reading the model reading area they love reading the chapter books they get excited about it they can't wait to come into the classroom to tell me	NA	CC	NA	NA	NA	CC	CC	NA	NA	NA
E8	I really work on the vocabulary throughout the whole workshop I'd say I focus more at the beginning and the end and we apply it throughout the workshop	NA	NA	NA	NA	CC	NA	NA	NA	NA	NA
E7	make up worksheets the students need a lot I have a lot of ELL students I have Special Needs students language impaired students they need more than what the Read 180	NA	NA	NA	CC	CC	NA	NA	NA	NA	NA

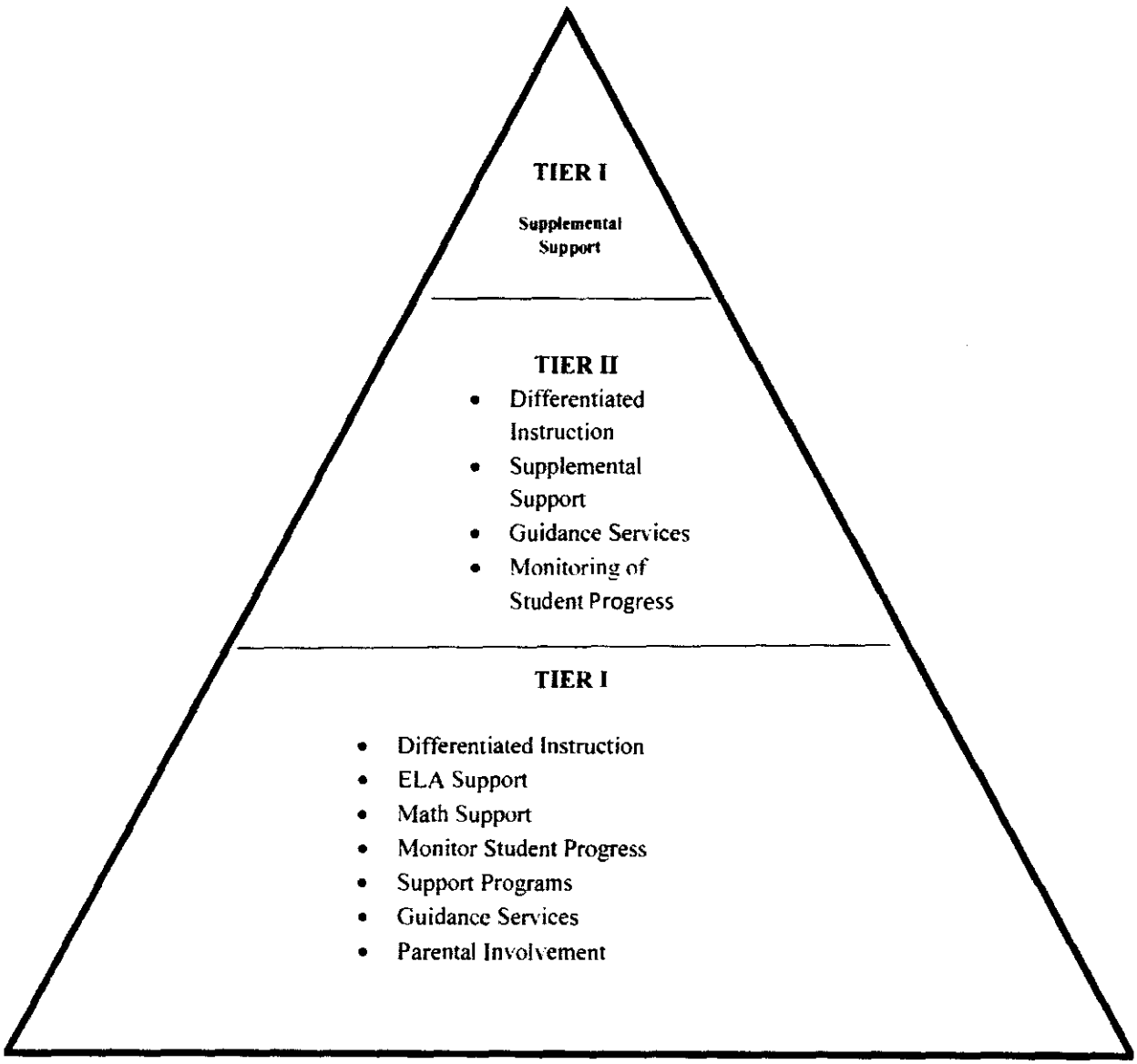
	provides.										
E6	Yes I use the supplemental books and sometimes I even have to use -go out and search more because I find that in some areas the kids need more practice than what they provide.	NA	NA	NA	C	C	C C	NA	NA	NA	NA
E5	Traditionally I would say 99% of the time I organize it typically like the Read 180 program	NA	NA	NA	C	C	NA	NA	NA	NA	NA	NA	NA
E4	Yes we even have additional headphones available if something breaks we have backup .	NA	NA	C	NA	NA	NA	NA	NA	NA	NA
E3	the teacher's assistant is supervising it and the students are reading together in a small group	NA	C C	NA	NA	NA	C C	NA	NA	NA	NA
E2	Yes we have the Core Read 180 library which is very diverse we also have	NA	C C	NA	NA	NA	C C	NA	NA	NA	NA

an additional library called the X learning put out by Scholastic										
Yes, in order for the Read 180 program to function effectively										
E1	that has to be established prior to the children coming into school	NA	NA	NA	NA	NA	NA	NA	NA	NA

Appendix F

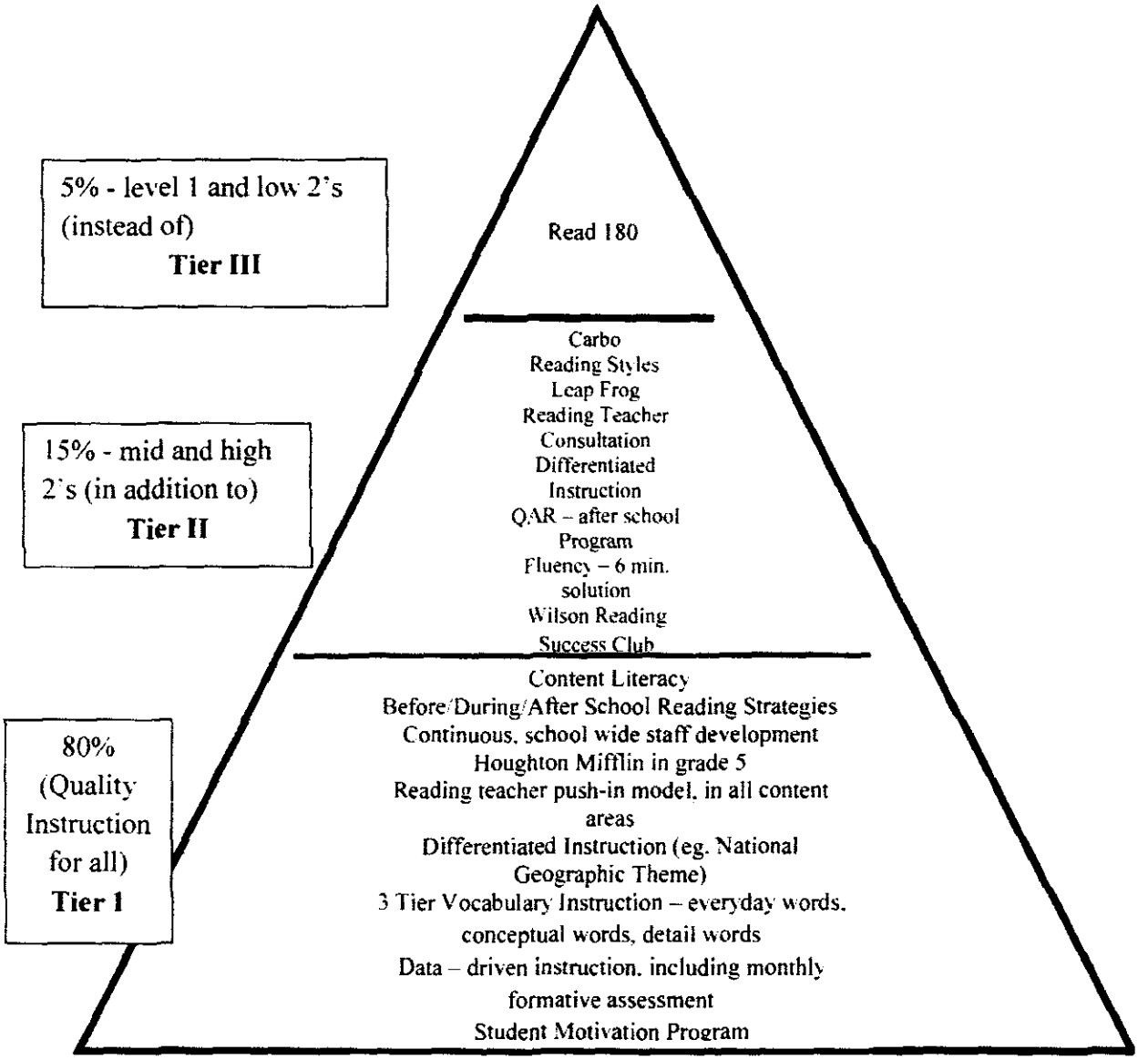
Response to Intervention Pyramids

School 1 Grades 5-7 Response To Intervention, Pyramid of Interventions



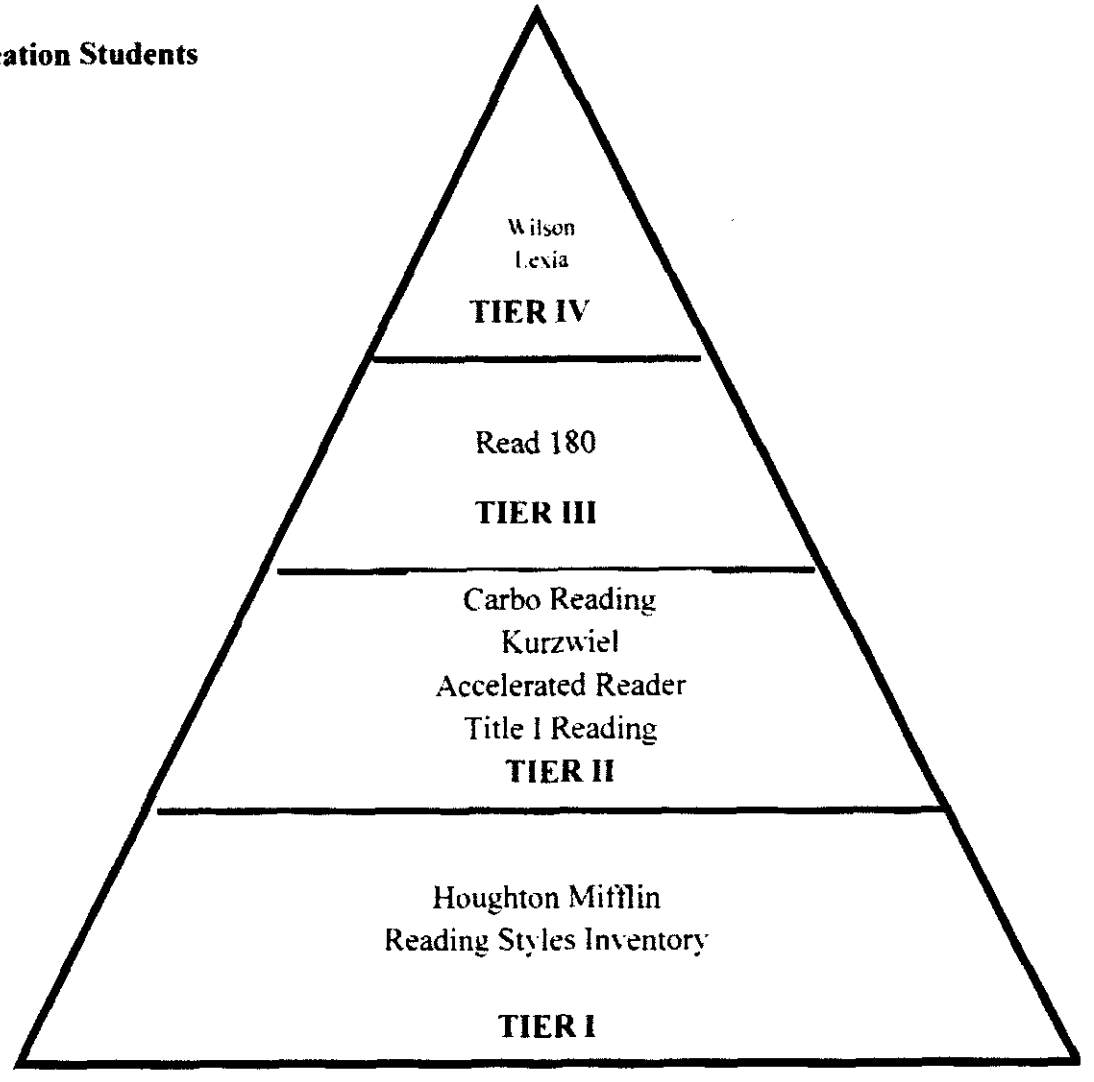
School 2, grades 5 – 7 Pyramid of Intervention:

Response to Intervention Pyramid



School 3, grades 5 -7 Response To Intervention

Shows the designed Pyramid Intervention Model for Regular and Special Education Students



Appendix G

Seton Hall Institutional Review Board Approval

OFFICE OF INSTITUTIONAL REVIEW BOARD
SETON HALL UNIVERSITY

February 25, 2010

Bernadette Casey
34 Walsh Drive
Mahwah, NJ 07430

Dear Ms Casey,

The Seton Hall University Institutional Review Board has reviewed the information you have submitted addressing the concerns for your proposal entitled "The Influence of an Interactive Reading Program on Adolescent Students in Middle School". Your research protocol is hereby approved as revised through expedited review. The IRB reserves the right to recall the proposal at any time for full review.

Enclosed for your records are the signed Request for Approval form, the stamped Recruitment Flyer, and the stamped original Consent Form. Make copies only of these stamped forms.

The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol must be reviewed and approved by the IRB prior to their implementation.

According to federal regulations, continuing review of already approved research is mandated to take place at least 12 months after this initial approval. You will receive communication from the IRB Office for this several months before the anniversary date of your initial approval.

Thank you for your cooperation.

In harmony with federal regulations, none of the investigators or research staff involved in the study took part in the final decision.

Sincerely,

Mary F. Rujicka, Ph.D.

Mary F. Rujicka, Ph.D.
Professor,
Director, Institutional Review Board

cc: Dr. Charles M. Achilles

Study of the Read 180 Program in the Middle Schools

Volunteers are needed to participate in a study designed to analyze the influence of the Read 180 program on the English Language Arts scores of participating 6th and 7th grade students.

Please accept this invitation to Teachers of the Read 180 program to attend an information session concerning the study being conducted.

All of the information will be confidential and coded to protect all volunteers and students.

The researcher, Bernadette Casey is conducting this research to fulfill the requirement for the Ed.D. in Educational Leadership from Seton Hall University and has received approval to conduct the study in the middle schools.

The purpose of the study is to analyze the students scores on the Read 180 testing and determine if success in the program predicts the students level of performance on the English Language Arts Assessment.

The meeting will be held in the Fieldstone School at 11 am on Friday March 12, 2010.

Thank you for your time and consideration of this request. I may be reached at my cell 201-960-7811 or email at caseyb@felician.edu.

Appendix H

Solicitation Notice, Solicitation Letter and Volunteer Consent Form

34 Walsh Drive
Mahwah, NJ
March 10, 2010

Haverstraw Stony Point School District
65 Chapel Street
Garnerville, NY

Dear Read 180 Teacher,

My name is Bernadette Casey and I am working on dissertation research to fulfill the requirements for the degree of Ed.D. in Educational Leadership at Seton Hall University, South Orange , New Jersey. The dissertation topic is *The Influence of an Interactive Reading Program on Adolescent Students in Middle School.* I have been given permission by the Superintendent, Ms. Ileana Eckert, to conduct my research on the Read 180 program in the North Rockland School District. I am writing to ask if you would volunteer to participate in this research.

The purpose of the study is to analyze the students' scores from the Read 180 program and York State ELA assessment to determine if success in the Read 180 program is a predictor of success on the New York State ELA assessment. The study will also incorporate information from administrator and teacher interviews in order to add a qualitative component to the data analysis. Specifically, first hand experience with the program will provide clarification about several of the program components.

The study will use anonymized scores from the students as well as the administrator and teacher interviews. Each interview will be conducted by the researcher and will only require between 15 to 20 minutes of your time. In the interview I will inquire about your experience with the program and your perceptions about the influence of the program on your students. The single interview will be scheduled at your convenience. The

interviews will be audio taped to insure accuracy and consistency. All of my notes and transcripts will be coded for confidentiality and stored on a USB memory key and kept in a locked. secure physical site in my residence so that no one will be able to link the data to any individual.

I will schedule an information session to address any of your questions concerning participation in the study.

I thank you for your consideration of this request. I would appreciate it if you would contact me at home at 201-785-1393 or on my cell phone at 201-960-7811. My email is caseyb@felician.edu

Sincerely,

Bernadette Casey

Bernadette Casey

Seton Hall University
Institutional Review Board

SETON HALL UNIVERSITY
1 8 5 6

FEB 25 2010
Approval Date

Administrator/Teacher Informed Consent to participate in the Research study:

The Influence of an Interactive Reading Program (Read 180) on Adolescent Students in Middle School

Expiration Date
FEB 25 2011

You are being asked to participate in a research study. Before you volunteer to participate, it is important that you read the following information and ask any questions you may have so that you understand your part in this investigation of the Read 180 program.

Researcher's Affiliation

The researcher, Bernadette Casey is conducting research into the influence of the Read 180 program in grades six and seven in all three middle schools. The researcher is currently a professor in the Teacher Education Department at Felician College and is conducting the research as part of her doctoral work at Seton Hall University.

Purpose of the study

The purpose of this study is to analyze the influence of the Read 180 reading program on participating students in three middle schools in the school district. The Read 180 program was implemented in all three middle schools during the 2007-2008 school year for grades 6 and 7. Different grouping strategies were employed but all classes met for 90 minutes a day for 5 days per week.

The purpose of the study is to analyze the student's scores from the Read 180 program and ELA assessment to determine if success in the program is a predictor of success on the New York State ELA assessment.

The study will also use administrator and teacher interview information to add a qualitative component to the data analysis. Specifically, personal experience with the program will provide clarification about some of the program components. All information will be confidential and coded for anonymity.

Description of the Study

The Read 180 program was implemented in all three middle schools during the 2007-2008 school year for grades 6 and 7. Different grouping strategies were employed but all classes met for 90 minutes a day for 5 days per week. Class configurations were identical in that there was a designated small group instruction area, a more relaxed independent reading area and six computer stations for the technology component. Student data will be anonomyzed in order to protect the confidentiality of the students' test scores. These scores will be used to determine the success of Read 180 in preparing the students to obtain a score of 3 or better on the ELA.

In addition, the researcher will conduct interviews with volunteer administrators and teachers in order to enrich the study with personal perspectives of the Read 180 program.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Seton Hall University
Institutional Review Board

FEB 25 2010

Approval Date

Expiration Date

FEB 25 2011

These interviews will be approximately 15-20 minutes and will contain questions related to participant's experiences with the program. These interviews will be conducted solely by the researcher and conducted in a private space provided within the school building. The information provided will be coded for confidentiality and compared to the data analysis from the Read 180 student data and student ELA scores. Participants will be interviewed concerning the application of the program and individual perception of its effectiveness. Participation is voluntary and open to any Read 180 teacher in the three middle schools. Administrative participation is voluntary and open to any of the administrators in the three middle schools.

Benefits of the Study

The benefit of participation in the study is to provide a teaching perspective on the data derived from the student's performance on the Read 180 Inventory and the ELA and to provide the district with feedback concerning this new program. The aggregate results of the study will be shared with the Superintendent and administrative teams in the three middle schools.

Voluntary Participation

Participation in this study is voluntary. The decision of whether to participate or not will have no effect on employment within the school district. Individuals are free to withdraw their consent and discontinue participation at any time. Participants have the right to refuse to answer any question posed for any reason.

Anonymity

The school district will not be advised as to the identity of participants. The individual interviews will be coded and the identity of the participant will be known only to the researcher. Information given to the district will be in aggregate form.

Audio-Recording

Information provided by the volunteers will be audio recorded and transcribed by the researcher. If an individual is uncomfortable with that format then participation should not be considered.

Confidentiality

Interviews will be conducted by the researcher in a private location. The interviews will be recorded but will be coded in order to maintain the confidentiality of the participant. Each session will be listed by a number with no identifiable connection to the participant. The researcher will transcribe all of the digital recordings. Records will be kept on a USB memory key in a locked file in the researcher's residence and will only be used by the researcher. Privacy will be maintained in any presentations resulting from this study. Reports will be written in such a way that individual differences will not be individually identifiable.

Contact Information

If there are any questions concerning the research or the research design please contac

Researcher:
Bernadette Casey can be reached at:
Felician College
233 Montross Ave.
Rutherford, NJ 07070
Office phone: 201-559-3534 Email: caseyb@felician.edu
Cell number: 201-960-7811

Researcher's faculty advisor may be reached at:
Dr. Charles Achilles
4477 Snug Harbor
Geneva, NY 14456
Cell phone: 315-521-1633

If there are any questions concerning research subject's rights, the IRB contact may be reached at:

IRB Contact:
Dr. Mary F. Ruzicka
Office of the IRB
Presidents Hall
Seton Hall University
South Orange, NJ 07079
Office phone: 973-313-6314 Email: IRB@SHU.edu

Seton Hall University
Institutional Review Board
FEB 25 2010
Approval Date

Expiration Date
FEB 25 2011

Consent Agreement

The signature below indicates that the individual has read the information in this document and has had the opportunity to ask questions about the study. This signature also indicates agreement to participate in the study.
The signature also confirms knowledge that the interview will be audio-taped and that withdrawal of consent may be exercised at any time.

_____
Name of Participant

_____ _____
Signature of Participant **Date**

_____ _____
Signature of Investigator **Date**

Please sign and date to indicate your consent to participate in this study. Return this form in the enclosed self-addressed envelop as soon as possible. Thank you for your participation.

A signed copy of this consent will be given to you for your records.

Seton Hall University
Institutional Review Board

FEB 25 2010

Approval Date

Expiration Date

FEB 25 2011

Appendix I

District Approval to Conduct Study

SETON HALL UNIVERSITY
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RECEIVED
OCT 2008
SUPERINTENDENT OF SCHOOLS
HAV-STONY POINT CSD

October 2008

Dr. Brian Monahan, Superintendent of Schools
North Rockland Central School District
65 Chapel Street
Garnerville New York 10923

Dear Mr. Monahan,

I am writing to confirm the active status of Bernadette Casey in the Seton Hall University Executive Ed.D. Program and her desire to conduct her doctoral research in the North Rockland School District.

At this initial stage her study would analyze the results of the newly implemented Scholastic Read 180 Program in the district's three middle schools. The data would be gathered by the teaching staff in the normal course of the program, and would be released to Ms. Casey with child specific identifiers removed.

Information gathered through the study would not identify the district and would be released to you for the benefit of the administration, staff and student body.

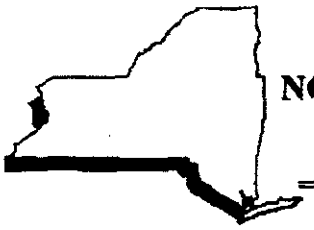
Thank you for your cooperation and I look forward to a meaningful result for your District planning.

Sincerely,

Charles M. Achilles, Ed.D.
Ed Leadership, Research and Renewal

OK
Bmonahan
10/15/08

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685



NORTH ROCKLAND CENTRAL SCHOOL DISTRICT
Administrative Office Building
65 CHAPEL STREET, GARNERVILLE, NEW YORK 10923 (845)942-3002

Ileana Eckert
Superintendent of Schools

September 9, 2009

Mrs. Bernadette Casey
34 Walsh Drive
Mahwah, NJ 07430

Dear Mrs. Casey:

Your request to access Haverstraw-Stony Point Central School District data pursuant to your doctoral dissertation is hereby approved.

Best wishes for a successful project. I look forward to reading your finished product.

Sincerely,

Ileana Eckert
Superintendent of Schools

IE:sf