
Thank you for your request to our REL Reference Desk regarding research on the *Read 180* program. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

Question: *What research do you have available on READ 180 program?*

Key words and search strings used in the search: *READ 180 AND reading achievement; reading programs AND educational technology; struggling readers AND READ 180; reading intervention*

Search databases and websites:

1. ERIC: <http://www.eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: www.google.com/scholar
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov/pubsearch/>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Citations Retrieved: (NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy):

Cheung, A. C., & Slavin, R. E. (2013). Effects of educational technology applications on reading outcomes for struggling readers: A best-evidence synthesis. *Reading Research Quarterly*, 48(3), 277-299. Retrieved from <http://search.proquest.com/docview/1509087972?accountid=4840>

Abstract/Summary: This review examines the effectiveness of educational technology applications in improving the reading achievement of struggling readers in elementary schools. The review applies consistent inclusion standards to focus on studies that met high methodological standards. A total of 20 studies based on about 7,000 students in grades 1-6 were included in the final analysis. Findings indicate that educational technology applications produced a positive but small effect on the reading skills of struggling readers (ES = 0.14) in comparison with "business as usual" methods. Among four types of educational technology applications, small-group integrated applications such as Read, Write & Type and the Lindamood Phoneme Sequence Program produced the largest effect sizes (ES = 0.32). These

are tutorial educational technology applications that use small-group interaction tightly integrated with reading curriculum. Supplementary models, such as Jostens and Lexia, had a larger number of studies ("N" = 12) and a more modest effect size (ES = 0.18). Comprehensive models, such as READ 180 and ReadAbout (ES = 0.04) and Fast ForWord (ES = 0.06), did not produce meaningful positive effect sizes. However, the results of these two categories of programs should be interpreted with extreme caution due to the small number of studies involved. More studies are required to validate the effectiveness of all technology applications. Policy implications are discussed.

Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ 180 enterprise. *Educational Evaluation and Policy Analysis, 33*(2), 183-201. doi: 10.3102/016237371139914

Abstract/Summary: The authors describe an independent evaluation of the READ 180 Enterprise intervention designed by Scholastic, Inc. Despite widespread use of the program with upper elementary through high school students, there is limited empirical evidence to support its effectiveness. In this randomized controlled trial involving 312 students enrolled in an after-school program, the authors generated intention-to-treat and treatment-on-the-treated estimates of the program's impact on several literacy outcomes of fourth, fifth, and sixth graders reading below proficiency on a state assessment at baseline. READ 180 Enterprise students outperformed control group students on vocabulary ($d = .23$) and reading comprehension ($d = .32$) but not on spelling and oral reading fluency. The authors interpret the findings in light of the theory of instruction underpinning the READ 180 Enterprise intervention.

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4-6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading and Writing: An Interdisciplinary Journal, 23*(9), 1109-1129. doi: 10.1007/s11145-009-9198-2

Abstract/Summary: The purpose of this study was (1) to examine the causal effects of READ 180, a mixed-methods literacy intervention, on measures of word reading efficiency, reading comprehension and vocabulary, and oral reading fluency and (2) to examine whether print exposure among children in the experimental condition explained variance in posttest reading scores. A total of 294 children in Grades 4-6 were randomly assigned to READ 180 or a district after-school program. Both programs were implemented 4 days per week over 23 weeks. Children in the READ 180 intervention participated in three 20-min literacy activities, including (1) individualized computer-assisted reading instruction with videos, leveled text, and

word study activities, (2) independent and modeled reading practice with leveled books, and (3) teacher-directed reading lessons tailored to the reading level of children in small groups. Children in the district after-school program participated in a 60-min program in which teachers were able to select from 16 different enrichment activities that were designed to improve student attendance. There was no significant difference between children in READ 180 and the district after-school program on norm-referenced measures of word reading efficiency, reading comprehension, and vocabulary. Although READ 180 had a positive impact on oral reading fluency and attendance, these effects were restricted to children in Grade 4. Print exposure, as measured by the number of words children read on the READ 180 computer lessons, explained 4% of the variance in vocabulary and 2% of the variance in word reading efficiency after all pretest reading scores were partialled out.

What Works Clearinghouse (2009). *READ 180: WWC Intervention Report*. Washington, DC: U.S. Department of Education. Retrieved from:
http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_read180_102009.pdf

Abstract/Summary: This What Works Clearinghouse intervention report provides a summary of studies of the READ 180 program that had a specific focus on adolescent literacy.

What Works Clearinghouse (2010). *READ 180: WWC Intervention Report*. Washington, DC: U.S. Department of Education. Retrieved from:
http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_read180_071310.pdf

Abstract/Summary: This What Works Clearinghouse intervention report provides a summary of studies of the READ 180 program that had a specific focus on students with learning disabilities.

Referrals

Federally Funded Resources:

- Institute of Education Sciences (IES), public search engine available at:
<http://ies.ed.gov/pubsearch/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Disclaimer:

This Ask A REL response was developed by REL-SE under Contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.