

What Works Clearinghouse



READ 180®

Effectiveness¹

No studies of *READ 180*® that fall within the scope of the Students with Learning Disabilities review protocol meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time, the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of *READ 180*® on students with learning disabilities.

Program Description²

READ 180® is a reading program designed for students in grades 3–12 whose reading achievement is below the proficient level. *READ 180*® aims to address gaps in individual student’s skills through 90-minute sessions, during which students receive several different types of instruction. These sessions can be completed in multiple class periods and begin and end with whole-group, teacher-directed instruction. The sessions also

include a period of small group activities where students rotate among direct instruction from the teacher, independent computer work, and modeled and independent reading. The *READ 180*® program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, audiobooks with corresponding CDs for modeled reading, and software designed to track each student’s progress.

The WWC identified 56 studies of *READ 180*® for students with learning disabilities that were published or released between 1989 and 2009.

- Two studies are within the scope of the Students with Learning Disabilities review protocol, but the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.
- Twenty studies are out of the scope of the Students with Learning Disabilities review protocol because they have an ineligible study design—specifically, they do not use a comparison group.
- Twenty-two studies are out of the scope of the Students with Learning Disabilities review protocol because they have samples that are not aligned with the protocol—21 studies have a sample that includes less than 50% students with learning disabilities, and one study has a sample that is not within the specified age or grade range.
- Twelve studies are out of the scope of the Students with Learning Disabilities review protocol because they do not include a primary analysis of the effectiveness of the intervention.

1. The studies in this report were reviewed using WWC Evidence Standards, Version 2.0 (see the WWC Procedures and Standards Handbook, Chapter III), as described in protocol Version 2.0.
 2. The descriptive information for this program was obtained from a publicly available source: the program’s website (<http://teacher.scholastic.com/products/read180/>, downloaded February 2010). The WWC requests developers to review the program description sections for accuracy from their perspective. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review. The literature search reflects documents publicly available as of February 2010.

References Studies that fall outside the Students with Learning Disabilities review protocol or do not meet WWC evidence standards

Admon, N. (2005). *READ 180 stage B: St. Paul school district, Minnesota*. New York, NY: Scholastic, Inc. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample includes less than 50% students with learning disabilities.

Aguhob, M. (2007). *READ 180 in Miami-Dade County, Florida 2005–2006*. New York, NY: Scholastic, Inc. The study is ineligible for review because the authors could not confirm that at least 50% of the sample was classified as students with learning disabilities.

Alvermann, D. E., & Rush, L. S. (2004). Literacy intervention programs at the middle and high school levels. In J. A. Dole & T. Jetton (Eds.), *Adolescent literacy research and practice* (pp. 210–227). New York, NY: Guilford. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Banasik, B. (2002). *The effectiveness of Scholastic's READ 180 curriculum in improving reading comprehension in middle school-aged students having a specific learning disability*. Unpublished master's thesis, Cardinal Stritch University, Milwaukee, WI. The study is ineligible for review because it does not use a comparison group.

Barbato, P. F. (2006). A preliminary evaluation of the *READ 180* program (Doctoral dissertation, Fairleigh Dickinson University, 2006). *Dissertation Abstracts International*, 67(11A), 46–4130. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample includes less than 50% students with learning disabilities.

Benavidez-Candelaria, M. R. (2006). *An investigation of the program READ 180 and the effect it has on students' reading scores and students' grades*. Unpublished master's thesis, New Mexico

Highlands University, Las Vegas, NM. The study is ineligible for review because it does not use a comparison group.

Brennan, T., Leuer, M., Boyer, D., Dalessi, M., Newman, D., & Yepes-Baraya, M. (2006). *Rhetoric to reality: Addressing reading achievement in secondary education*. Palo Alto, CA: Empirical Education, Inc. The study is ineligible for review because it does not use a comparison group.

Brown, L. (2006). *The impact of self-perception, reading attitude, and the use of the READ 180 program on reading achievement*. Unpublished master's thesis, Gwynedd-Mercy College, Gwynedd Valley, PA. The study is ineligible for review because it does not use a comparison group.

Caggiano, J. A. (2007). Addressing the learning needs of struggling adolescent readers: The impact of a reading intervention program on students in a middle school setting (Doctoral dissertation, The College of William and Mary, 2007). *Dissertation Abstracts International*, 68(4-A), 1383. The study is ineligible for review because the WWC could not confirm that at least 50% of the sample was classified as students with learning disabilities.

Campbell, Y. C. (2006). Effects of an integrated learning system on the reading achievement of middle school students (Doctoral dissertation, University of Miami, 2006). *Dissertation Abstracts International*, 67(08A), 100–2923. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample includes less than 50% students with learning disabilities.

Chmielewski, T. (2005). *Differentiating reading instruction in an alternative high school using READ 180*. Unpublished master's thesis, Mount Mary College, Milwaukee, WI. The study is ineligible for review because it does not use a comparison group.

Daviess County Public Schools, Assessment, Research and Curriculum Department. (2005). *READ 180 implementation year study*. Owensboro, KY: Author. The study is ineligible for review because it does not use a sample aligned with the

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- Dynarski, M., Agodini, R., Heaviside, S., Novak, T., Carey, N., Campuzano, L., et al. (2007). *Effectiveness of reading and mathematics software products: Findings from the first student cohort*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.
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- Felty, R. L. (2008). *READ 180 implementation: Reading achievement and motivation to read within an alternative education middle school program (Doctoral dissertation, Immaculata College, 2008)*. *Dissertation Abstracts International*, 69(01A), 182–161. The study is ineligible for review because it does not use a comparison group.
- Giedd, D. (2008). *A study of the effectiveness of the READ 180 program measured by student test scores*. Unpublished research paper, Northwest Missouri State University, Maryville, MO. The study is ineligible for review because the WWC could not confirm that at least 50% of the sample was classified as students with learning disabilities.
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