

Implementation Evaluation of Read 180 in Pinellas County Schools

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Research and Accountability

Implementation of Read 180 in Pinellas County Schools

Executive Summary

The Read 180 program has been implemented throughout Pinellas County Schools, from elementary through high school. Since the Read 180 program's inception in Pinellas County in 1999, there have been no comprehensive evaluations of the program in relation to its effect on the reading ability of students who are enrolled in it. Before such an evaluation can be conducted, it is necessary to assess the implementation of the Read 180 program throughout the district. This evaluation is intended to provide formative information to district level administrators to allow them to identify schools and areas within the district that demonstrate implementation problems and to provide suggestions for positive changes to allow for a full implementation of the program in all schools. The formative information from this evaluation will assist in Improving Program Implementation and enable future summative evaluations of the Read 180 program.

Results

Labs were measured using the four different evaluation tools, Observation, teacher interview, teacher survey, and observer rating of implementation indicators. On each of the 8 implementation criteria identified by the elementary and secondary reading departments, each lab/classroom received a rating of Full, Partial, or poor based on the specific input from the related reading department. Aggregating the eight criteria based on the requirements identified by the elementary and Secondary Reading departments, for a lab to be fully implemented it had to have full implementation in all eight of the criteria, in order to be partially implemented a lab had to receive at least partial implementation in the area that the associated reading department identified as the minimum required categories. Therefore, there are some labs that have full implementation on one or more criteria, but not actually be a fully implemented lab.

District Aggregate

The aggregate results for both the secondary and elementary Read 180 programs indicate that there are very few classes in the district that have fully implemented the Read 180 program. There can be three levels of implementation, full, partial and poor. Partially implemented labs are those labs which do not reach the level of full implementation; however they have the basic categories necessary to conduct the Read 180 program. For the purposes of this evaluation, the "partial implementation" labs are viewed as having the "minimum necessary" implementation based on Pinellas County's Read 180 program model. Almost half of the labs in the district do meet these minimum implementation requirements set forth by Pinellas County Schools' Read 180 program model. Information is available for individual labs; however, trends are such that district level corrective actions would be more useful in improving fidelity for program implementation.

Elementary Results

While the aggregate for the elementary shows many of the labs are not fully implemented. An examination of the individual indicators (listed below) that make up the aggregate provides insight into why there are so few fully implemented labs at the

elementary level. The trend in the data implies that each of the Read 180 labs has a portion of the activities and structures necessary for a full implementation. However, the implementation at each site appears to be lacking at least one of the primary indicators for full implementation in the elementary labs (indicators 1, 2 & 3). Thus one of these indicators for each lab is either partial or poor.

Table 2
Implementation Criteria

Implementation Indicator	
1.	Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period
2.	Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group.
3.	Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets.
4.	Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs.
5.	Adequate training, professional development and technical support to facilitate use of the program model.
6.	Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas.
7.	Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports.
8.	Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (REMOVED BY ELEMENTARY AND SECONDARY READING DEPARTMENT)
9.	Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> .
10.	Student participation in <i>READ 180</i> for at least a year. (REMOVED BY ELEMENTARY AND SECONDARY READING DEPARTMENT)

For example, the final aggregate, elementary has **no** fully implemented labs, the individual indicators for the observation data for the elementary labs; indicate **80% or more** of the labs were fully or partially implemented. Additionally, by looking at the **aggregate** implementation indicator ratings which were collected from the observers; Eighty percent of the observers (n=20) reported full implementation in the labs that they observed and only 20% (n=5) reported that the labs they observed were poorly implemented.

There has been some “encroachment” into the Read 180 program by the implementation of Project Focus. Depending on how individual teachers have dealt with this issue, this could have major repercussions for the effectiveness of the implementation of the overall Read 180 program. Further, because the implementation of Project Focus was not even considered while designing the evaluation of this program, there is no way to know how much it has affected or compromised the implementation of Read 180.

Technology and Project focus were listed as the greatest hindrances for the teachers to fully implement the Read 180 program. This year there were major problems with the Read 180 software in some of the Elementary labs. While the problem has been fixed it has provided an example of the importance of improving the technology support to the program.

One other issue with the Elementary lab is the use of the labs for third grade and third grade retained students who are statutorily required to comply with a different reading model. The Read 180 lab is designed around a specific model, using it to fulfill third grade requirements eliminates the ability of non-third grade students to use the program during that timeframe. The program is designed to help struggling readers; retained students are arguably struggling, however, since Read 180 does not fulfill the statutory requirement placed on the district for these students, an alternate location should be explored to facilitate the proper use of the Read 180 resources. In order to ensure that the students can reap the benefits of the program, the model should be followed.

Secondary Results

A very small number of secondary Read 180 classes are fully implemented.

Classroom observations and teachers' survey responses both indicate that greater than 50% of the labs and individual classes have the necessary time during the class period, that the training was adequate, and that the Scholastic Reading Inventory (SRI) was being administered appropriately. Both training/technical support and SRI are indicators which the secondary reading department have identified as key components of a properly implemented program at the secondary level. However, when Read 180 teachers were interviewed, 90% indicated that their labs were poorly implemented on the key category of technical support. The difficulty with technology support is a similar theme to what was seen from the elementary labs. The increased visibility at the secondary level is primarily because of the secondary Reading Department identifying the training and technical support indicator as one of the core requirements of a properly implemented program. The focus on this issue by the Reading Department is consistent with the feedback received from both teachers and principals.

Although, the appropriate amount of technical support seems to be the key issue with implementation at the secondary level. There were some concerns expressed regarding student behavior and placement which may be problematic for some Read 180 labs. The Read 180 program is not designed to be used as a discipline program.

Principal interview

The principals provided qualitative feedback concerning implementation problems that they have experienced at their schools and areas of concern in regard to the program implementation. Elementary Principals identified: Technology support, Project Focus, and Scheduling as the major impediments to proper implementation. Secondary Principals identified: Technology and technology related problems, Obtaining qualified or trained teachers, and Student specific issues (such as Placement, Behavior, and Attendance). The implementation problems identified by the teachers were among the problems identified by the principals. Obviously, this indicates that the principals seem to understand the difficulties related to the proper implementation of the program and the effect those implementation problems have on the school as a whole.

Software Problems

During the course of the data collection it came to light that there have been major problems with the Read 180 software. When queried, personnel from both elementary

and secondary reading departments indicated that the problems were being dealt with by the Read 180 technical support within the district. Further, there were indications that the issue of non-working computers was addressed by directing the teachers to continue using the rotations and “do some other activity while the computers were not working.” This directive was viewed as necessary, but sub-optimal, by the administrators in the Reading departments. Optimal conditions would exist when the software was operating properly. The source of the problem seems to be centered around the upgrade of some computers with an operating system that the software was not designed to run on. While Scholastic has since fixed this problem there were 26 labs that did not have operational software for most of the first semester of the 2005-2006 school year. This software problem was outside of the control of any of the personnel in the Pinellas County Schools.

Program cost

Initial costs	\$151,032.00	
	Per year	Per day
Recurring costs	\$9,529,198.00	
Per seat cost	\$1,240.78.	\$6.89
Per pupil cost	\$1,285.99	\$7.14

Recommendations

Elementary

There are some basic steps which can be taken to ensure that the program is properly implemented at the elementary level.

- Eliminate the encroachment of Project Focus on the Read 180 labs.
- Ensure that there is adequate technical support for each Read 180 school
 - o Make it a requirement for each school to have technology support if they have any kind of technology based program in their school.
- Rectify the usage of Read 180 labs by classes which are statutorily required to comply with a different model by:
 - o Placing those students in a different classroom and utilize the Read 180 resources with students who can use the program.
 - o Placing those students in both Read 180 and a separate class which fulfills the statutory requirements so they can reap the benefits of the Read 180 program.
- Reinforce the proper implementation of Read 180.
 - o Provide a means of ensuring the teachers understand exactly what is expected of them. (e.g. the elementary Reading department indicated that the final group wrap up could be abbreviated based on scheduling needs.)
 - o Provide a mechanism for the Read 180 teachers to address deviations from the program. (Sometimes there is no communication of what is being required of the teachers between the district and the schools – allow the teachers to inform the Read 180 program managers of required deviations so they can be addressed at the programmatic level.)
- Ensure that Read 180 Teachers are Reading teachers.

Secondary

- Ensure that there is adequate technical support for the Read 180 schools.
 - o Make it a requirement that a school with any kind of technology based program has technology support.
- Reinforce the necessity for following the Read 180 program structure.
 - o Ensure that there are no more than 15 students in the class
 - o Ensure that the teachers are provided the correct amount of time to implement the program
 - o Make it clear what portions of the overall program may be shortened based on individual teacher level decision. (i.e., secondary Reading indicated that the final group wrap up could be abbreviated based on scheduling needs)
- Ensure that Read 180 Teachers are Reading teachers.
- Ensure that the students are being placed in the programs based on demonstrated need and fit.
 - o Transfer students out of the program that are consistently disrupting the learning environment and/or are consistent discipline problems.

Continued Monitoring

- Maintain a semester or yearly monitoring system which provides formative information to the Read 180 program concerning the level of implementation in the district.
 - o A short yearly online survey can be conducted to assess implementation for each lab
- Conduct a summative evaluation to provide information on the efficacy and Effectiveness of the Read 180 program.
 - o Reading scores (SRI, FCAT, etc.) can be compared between program participants and non participants.

Introduction

Pinellas County Schools, in an attempt to improve the reading levels of its lowest performing students, has implemented the Read 180 technology-based literacy program. This program uses audio books (books on tape and on CD), printed books, and computer guided instruction. Beers (1998) indicated that audio books, used in conjunction with text, can pique students' interest and improve their understanding of the text that they are reading. The use of books in Read 180 is designed around the concept that students need to be reading at their ability level in order to improve their reading capability. Traditional printed books are rated in terms of reading ability and are assigned a lexile number which corresponds to students' ability group. The computer guided instruction includes programmed reading instruction, with related information linked to the actual story text to improve students' learning, comprehension, and vocabulary building skills. Included in the instruction are tests designed to determine if the student understands the content of the instruction.

Read 180 has been identified as a research-based literacy program. Supporting research for most literacy based programs is available, but is often viewed with some skepticism. The problem centers around who controls the research. Many literacy programs are researched by the companies selling them. Like other literacy programs, Read 180's available research is from Scholastic. Thus, while the research available does support the program, there is some concern that it may not be prudent to accept it blindly. There are various resources that discuss the use of technology to support literacy instruction (Kamil, Intrator, & Kim, 2000; Leu, 2000), and research does show that technology infused instruction can be useful in literacy training (Singh & Means, 1994). Research supports the use of technological methods, such as those used in Read 180, as amenable to literacy instruction. However as identified earlier, there is little independently based information to support the effectiveness of these treatments. Therefore, while this research base provides a good starting point for examining literacy based programs, it is inadvisable to accept it as unbiased.

Background

The Read 180 program has been implemented throughout Pinellas County Schools, from elementary through high school. Since the Read 180 program's inception in Pinellas County in 1999, there have been no comprehensive evaluations of the program in relation to its effect on the reading ability of students who are enrolled in it. Before such an evaluation can be conducted, it is necessary to assess the implementation of the Read 180 program throughout the district. This evaluation is intended to provide formative information to district level administrators to allow them to identify schools and areas within the district that demonstrate implementation problems and to provide suggestions for positive changes to allow for a full implementation of the program in all schools. The formative information from this evaluation will assist in correcting problems and enable future evaluations of the Read 180 program. The implementation levels identified throughout this evaluation will provide information that will allow for a future summative evaluation of the Read 180 program's effectiveness.

Goals

The goal of the Read 180 program within Pinellas County Schools is to increase targeted students' reading levels to their appropriate grade level. The goal of the Read 180 program directly addresses the district's strategic goal of highest student achievement.

Historical Context

Read 180 was developed as the Peabody Literacy Program by Ted S. Hasselbring to provide a reading intervention using technology to enhance learning in students with mild disabilities and those at risk for school failure. Scholastic licensed the program from the Peabody School of Education at Vanderbilt University in 1999, the same year that Pinellas County Schools instituted the Read 180 program in 19 schools (4 Elementary, 5 Middle, 3 High schools, 3 ESE centers, and 4 Drop Out Prevention facilities). As shown in Table 1, the number of schools utilizing the Read 180 program has increased each year.

Table 1
Implementation progress

YEAR	NUMBER OF SCHOOLS	INCREASE FROM PREVIOUS YEAR	PERCENTAGE INCREASE	PERCENTAGE OF ALL SCHOOLS
1999 – 2000	19	--	--	11% of 172
2000 – 2001	38	19	50%	22% of 172
2001 – 2002	51	13	26%	30% of 172
2002 – 2003	61	10	16%	36% of 172
2003 – 2004	69	8	12%	39% of 175
2004 – 2005	71	2	3%	40% of 176
2005 – 2006	75	4	5%	43% of 176

Since the adoption of the Read 180 program in 1999, no study has been attempted by the evaluation department to assess the level of Read 180 implementation across the district. The current evaluation was proposed based on requests to investigate the level of implementation of the Read 180 program in Pinellas County. This study is an implementation evaluation; it is anticipated that it will be used by the relevant stakeholders to ensure that deviations from the desired program implementation are addressed and overall program fidelity is achieved. Further, as the first full implementation evaluation of this program, it is anticipated that data derived from this evaluation will provide a basis for future investigations of the effectiveness and efficacy of the Read 180 program in helping struggling readers in Pinellas County. A summative evaluation of the Read 180 program is planned for the summer of 2006.

Description of program

Read 180 is an intensive reading program that uses literacy-based equipment in the form of audio books (books on tape and on CD), printed books, and computer guided instruction. This equipment is used within a framework of whole group instruction and rotation through 3 sections - small groups, independent reading, and computer guided instruction.

Structure of Read 180

Each Read 180 class begins with a teacher-led “whole” group portion, in which all the students participate. Following the whole group portion, the class is split into three groups which go to the independent reading, small group, or computer area for twenty minutes. At the end of twenty minutes, the groups rotate to the next station; after each group has spent twenty minutes at each of the three stations, they once again participate in a whole group session which is designed to “wrap-up” the class. The structure of the program requires that there be at least 90 minutes of class time dedicated to reading in order for the model to be fully implemented.

Pedagogical activities of Read 180

Initial whole group instruction

Using the Read 180 instructional materials, the teacher begins the class by providing 20 minutes of systematic instruction in reading, writing and vocabulary to the whole class. These activities can include reading aloud, shared reading, choral reading, and other group reading strategies.

Rotations

Small-group directed instruction (no more than 7 students)

The teacher provides 20 minutes of individualized differentiated instruction based upon information obtained from reports and scores from the Read 180 software and the Scholastic Reading Inventory. The small group instruction focuses on reading, writing, grammar, word study, and test-taking skills.

Read 180 software (no more than 7 students)

Students independently use the Read 180 software for 20 minutes. The software is designed to progress through several “zones”. The first zone is the “Reading Zone” which provides a short video to familiarize the student with the content. The student then reads a passage which is targeted to their reading level and completes a comprehension questionnaire. The “Word Zone” uses several recognition activities to target fluency and automaticity. The “Spelling Zone” is designed to assess students’ knowledge of words from the previous passage and to provide the student with word study activities focusing on blends, inflected endings, digraph spellings, and fluency practice. The Spelling Zone also provides a report of the number of words mastered in that session.

The final computer zone is the “Success Zone.” Students can only access this stage after they have demonstrated mastery of all the reading concepts in the

previous three zones. The Success Zone provides an opportunity for students to demonstrate their overall comprehension by selecting a passage which accurately identifies the topic of the original passage (discrepancy passage). Students also complete a fill in the blank contextual activity which demonstrates their mastery of key words; and finally they demonstrate their oral reading fluency by providing an audio recording of the passage.

The computer records and saves students' readings to the teacher server so a teacher may perform fluency checks or share readings during parent-teacher conferences.

Modeled and independent reading (no more than 7 students)

Students build fluency in reading comprehension skills through modeled and independent reading of Read 180 paperbacks and audio books for 20 minutes.

Wrap up

The session ends with 10 more minutes of whole group instruction.

Program Target Population

The Read 180 program was designed to support teachers in meeting the needs of students who read below grade level. In Pinellas County Schools, administration of the Read 180 program has been separated between the elementary reading and secondary reading departments. Placement of students in the Read 180 program is handled at the school level, with guidance from the elementary and secondary reading departments to identify students who are struggling readers based on their Scholastic Reading Inventory scores and their FCAT Reading levels. Students who are reading at least two grade levels behind their age-appropriate peers (as measured by SRI and teacher assessment) and have low FCAT scores (SSS Reading level 1 and 2) are targeted for inclusion in the Read 180 program.

Relevant Stakeholders

In light of the targeted population, the stakeholders for this evaluation include the Superintendent, the School Board, the struggling readers in Pinellas County Schools, the teachers of the Read 180 program, Reading Coaches, and the Curriculum Services Reading Supervisors. As the Superintendent initiated the request for this evaluation, he will receive the initial draft of the evaluation report to ensure that it adequately answers his questions concerning the program. Based upon feedback from the Superintendent's office, the evaluation will be completed and a final report will be provided for dissemination.

Stakeholders for this evaluation

The individuals who will receive direct feedback from this evaluation include the Superintendent, district level supervisors, and personnel related to Read 180 in the

elementary and secondary reading departments. Additionally, the Read 180 teachers in the schools will receive a copy of the final report.

Methodology

Purpose of Evaluation

The purpose of this evaluation was to investigate the level of implementation of the Read 180 program in Pinellas County Schools. To that end, this evaluation was designed with the intent of providing formative information to the district level administrators concerning the implementation of the Read 180 program. It was also designed with the intention to use the results to conduct an investigation into the effectiveness of the program within the Pinellas County School District. From the evaluation's **inception and throughout the development process, departments** which were **responsible** for ensuring that the program is **properly implemented** were included in the **planning, design and data collection process**.

To ensure that the overall evaluation was comparable to other research which is available on the Read 180 program, Scholastic evaluation protocols (Scholastic, 2004) were obtained and modified with input from the elementary and secondary reading departments. These changes were discussed with the Scholastic representatives in order to ensure that, if desired, a comparison would be possible using the resulting data. The minor differences in the collection protocol exist based on the input of the reading supervisors and individuals directly responsible for the implementation of the program. A copy of the Pinellas County Schools modified protocols is provided as Appendix A and B. The implementation indicators used by Scholastic and included in this evaluation can be found in table 2. These criteria are used to make program judgments based on the feedback from the Reading Department. The relationship between the specific criteria and the implementation levels is discussed in the results section.

Table 2
Implementation Criteria

Implementation Indicator	
1.	Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period
2.	Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group.
3.	Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets.
4.	Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs.
5.	Adequate training, professional development and technical support to facilitate use of the program model.
6.	Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas.
7.	Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports.
8.	Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (REMOVED BY ELEMENTARY AND SECONDARY READING DEPARTMENT)
9.	Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> .
10.	Student participation in <i>READ 180</i> for at least a year. (REMOVED BY ELEMENTARY AND SECONDARY READING DEPARTMENT)

Design of Evaluation

The evaluation was intended to be conducted district wide at all schools which are using the Read 180 program. Initial data collection began with discussions with the elementary and secondary Reading departments regarding their desired protocol to assess the implementation at each level. The secondary and elementary Reading departments provided lists of Read 180 teachers, and lists of schools which housed Read 180 programs. The reading departments then identified individuals who could conduct the observations and interviews at each of the sites. The secondary Reading department assigned the observation and interviewing activities to the reading coaches at each of the Read 180 schools; elementary observations and interviews were assigned to the Title I facilitators. All observer/interviewers were trained by both Evaluation and Curriculum Services staff to collect observational and interview data. In order to decrease the likelihood of biased reporting based on personal investment, all observer/interviewers were assigned to observe different schools than the ones for which they are typically responsible. Using the reading coaches and Title I facilitators as the observer/interviewers not only provided for a convenient method of identifying a sufficient number of observers to complete the observations and interviews in a short span of time, it also was intended as a method of empowering these stakeholders by providing them with the skills to question and learn about the program in which they are invested.

The data were collected in two separate overlapping waves. The initial data collection began using an online questionnaire sent to all of the Read 180 teachers. After receiving the training on the observation and interview protocols, the reading coaches and

Title I facilitators scheduled and conducted observations and interviews of all Read 180 labs in the district. The secondary and elementary Reading departments provided information on which of the implementation indicators should be used to identify the implementation status of their respective programs. Using these indicators, the observation, interview and online survey data were analyzed to determine the level of implementation of the Read 180 program across the district. The Read 180 teachers were also requested to provide data from their Scholastic Management Suites for later data analysis based on the findings of the implementation study.

Data collection methods & instruments

All schools that use Read 180 instruction (21 elementary schools and 46 secondary schools, ESE Centers, and DOP facilities) were included in the evaluation. Across these sites, there are 128 labs (25 in Elementary and 103 in secondary, ESE and DOP facilities). The evaluation gathered data from four sources: observation and interview of Read 180 teachers by trained personnel, an interview with the principal at each of the Read 180 schools, and an online survey completed by all Read 180 teachers.

The observation protocols were tailored to the specifications of the elementary and secondary Reading departments' programmatic requirements. The observation protocols were designed to ensure that the observer did not interrupt the class. To allow the observer to clarify elements which may not have been evident during the observation, the teacher interviews followed each lab observation. Thus the teacher interview provided an opportunity for the lab teacher to provide information concerning the implementation of the Read 180 program that was not necessarily observable. An interview with the school principal was conducted in conjunction with the lab observation and teacher interview. Following the observations and interviews, the observers were asked to provide their perception of the level of implementation of each of the Read 180 labs which they had observed. It should be noted that the implementation criteria set forth by Pinellas County Schools' Reading departments were substantially different from Scholastic's version of successful implementation. A short discussion of these differences is included in the discussion section of this paper. A copy of the observation and interview protocols used for the evaluation are included as Appendix A to this report.

The online survey of Read 180 teachers was derived from the existing Scholastic survey protocols and input from the elementary and secondary Reading departments. A copy of the survey is attached as Appendix B to this report. The online survey provides information concerning teachers' perceptions of the implementation level in each of their labs.

Sources of Information

The initial structure of the evaluation was derived from the protocols provided by Scholastic. The secondary and elementary Reading departments then modified the interview structure, observation protocols, and implementation indicators to more closely align with the district's goals for reading instruction. The observations and interviews were conducted by reading coaches (secondary) and Title I facilitators (elementary). The observations and interviews were conducted with each lab and the teacher who was in the lab during the observation. The principals at each Read 180 site were interviewed regarding their thoughts, opinions and concerns about the Read 180 program. The final

source of information was received from the Read 180 teacher responses to an online survey in which they provided information for each of their individual classes and feedback on their thoughts about the Read 180 program as a whole.

Data Analysis

The data analysis focused on providing information concerning the implementation status of the Read 180 program in Pinellas County Schools. Observations, teacher interviews, and principal interviews provided input into the classroom structure and equipment in each Read 180 lab. The observation and teacher interview protocols were directly related. The teacher interview was designed in such a manner as to provide a vehicle to answer questions related to the observation without interrupting the teacher's classroom management or instruction. Thus, they both provide information concerning the implementation at the lab level. This information can be used to identify the implementation status of each individual lab across the district.

The online teacher surveys provide information concerning each of their Read 180 classes. This survey was conducted to observe the level of implementation across all of the individual classes in the district. The results provide useful information concerning the consistency of the information collected through the observations and interviews.

The principal interviews provide information concerning the administrative level considerations about the Read 180 program. This qualitative data provides a snapshot of the principals' perceptions of the program, the difficulties with implementation and their recommendations concerning teacher selection.

The observers' ratings of the labs provides yet another comparison across the lab level and serves as a mechanism to capture the observers' opinions concerning the implementation status of the lab (or labs) they observed.

An aggregate status was computed for each of the techniques using the implementation indicators identified by the elementary and secondary Reading departments to determine an overall implementation "score" for the Read 180 program at the elementary and secondary levels. Additionally, each of the data collection techniques were used to provide information on the individual implementation indicators found in Table 2.

The Pinellas county elementary and secondary Reading departments both identified that indicators eight and ten of Scholastic's model were not applicable to the Read 180 program in Pinellas county and were not necessary for the proper implementation of the program; therefore they were not included in the aggregate analysis. They further identified individual indicators which were crucial to proper implementation at each separate level. The elementary Reading department considered a lab to be poorly implemented if indicators one, two or three are rated as poor. If one of those three indicators is rated as partial, then the implementation level of that lab is partial. The implementation is also considered partial if indicators four, five, six, seven or nine were rated as partial or poor. Thus, in order to achieve full implementation at the elementary level, indicators one through seven and nine had to be rated as fully present. The secondary Reading department considered the implementation to be partial if indicators one, two, five and nine were rated as full or partial. If any of the indicators one, two, five or nine were rated as poor, the aggregate implementation score was classified as poor. In order to achieve full implementation at the secondary level,

indicators one through seven and nine had to be fully present. Therefore there may be a percentage of labs that have full implementation on one or more criteria, but not actually be a fully implemented lab.

The interviews and online survey responses were analyzed using qualitative methods. Themes for each of the open ended questions were identified and aggregated. Teachers' resulting themes were then compared to the related questions in the evaluation to look for similarities or specifics which could help explain the results. The responses of the teachers were integrated into the overall discussion of the results for the various collection instruments. The principal interview was designed to capture the school based administrators' opinions and perceptions of the overall program and is therefore discussed in a separate section.

The qualitative data were analyzed using the constant comparison method, which evaluates the emergent themes in the data in relation to all of the other responses to the same question. The data were analyzed separately for the elementary and secondary level, in order to provide illustrative responses to related areas of the evaluation. The data were analyzed using the qualitative software Nvivo 2.0.

The elementary Reading program includes regular third grade classes and third graders who have been retained. All of these students are statutorily required to comply with a specific reading regime that is contrary to the principles of the Read 180 program. Therefore, any Read 180 class which included retained third graders or regular third grade students was eliminated from the analysis. The existence of the third grade classes was identified early in the evaluation process and the decision to remove them from the analysis was made based upon the elementary Reading department's recommendation and identification that it was not possible for them to comply with the Read 180 program based on the legal requirements in place this year. It was not clear if there was any intention to not assign third graders to the Read 180 in the future.

The results are reported at the aggregate level first to provide an overarching sense of the Read 180 program across the district. Further results are reported for the elementary and secondary programs separately, based upon the prescribed differences in the overall implementation criteria. This technique also allowed for an exploration of the problems and apparent inconsistencies detected in the aggregate results.

Results

During the planning stages of the evaluation it became evident that the elementary and secondary reading departments placed different emphases on what they viewed as important for proper implementation of the Read 180 program at their respective levels. In order to adequately reflect the differences between the two levels in the final evaluation, personnel from the elementary and secondary Reading departments assisted by identifying the implementation indicators used to indicate full, partial, or poor implementation of the Read 180 program at their respective levels. The salient difference in the implementation requirements between the two levels is that the elementary Reading department puts more of an emphasis on ensuring that each class has the proper equipment, while the secondary Reading department focuses on the teachers' training, technical support and administration of the Scholastic Reading Inventory to the students.

Thus the results are presented separately based upon the criteria for proper implementation developed from each department's feedback.

The differences between the elementary and secondary indicators for what constitutes a partial (or minimal) implementation may just be a difference in emphasis by the administrators. Both the elementary and secondary Reading department personnel independently identified that it was imperative to have the proper scheduling for the classes (implementation indicators 1 & 2, Table 2). Thus, Read 180 classes must be at least 90 minutes long, 5 days a week, with the whole group instruction taking place at the beginning of class, followed by three 20-minute rotations and a whole group wrap-up at the end of the class. While personnel from both of the Reading departments indicated that the other implementation indicators were necessary and sufficient to have a full implementation, they differed in determining exactly which indicators were necessary for a partial implementation. The elementary Reading department indicated that without sufficient hardware (implementation indicator 3), the Read 180 program could not be properly implemented, while the secondary Reading department indicated that in order to have a proper implementation the training of the teachers had to be sufficient (implementation indicator 5) and the Scholastic Reading Inventory needed to be administered on a consistent basis to the students (implementation indicator 9).

During the course of the data collection it came to light that there have been some major problems with the Read 180 software. When queried, personnel from both departments indicated that the problems were being dealt with by the Read 180 technical support within the district. Further, there were indications that the issue of non-working computers was addressed by directing the teachers to continue using the rotations and "do some other activity while the computers were not working." This directive was viewed as necessary, but sub-optimal, by the administrators in the Reading departments. Optimal conditions would exist when the software was operating properly.

The aggregate results for both the secondary and elementary Read 180 programs indicate that there are very few classes in the district that have fully implemented the Read 180 program. Partially implemented labs are those labs which do not reach the level of full implementation; however they have the basic categories necessary to conduct the Read 180 program. For the purposes of this evaluation, the "partial implementation" labs are viewed as having the "minimum necessary" implementation based on Pinellas County's Read 180 program model. Almost half of the labs in the district do meet these minimum implementation requirements set forth by Pinellas County Schools' Read 180 program model.

The following tables provide the aggregate (table 3) and individual results for the elementary and secondary Read 180 programs (Table 4 & 5 respectively). Labs were measured using the four different evaluation tools, observation, teacher interview, teacher survey, and observer rating of implementation indicators. On each of the 8 implementation criteria identified by the elementary and secondary reading departments, each lab/classroom received a rating of Full, Partial, or Poor based on the specific input from the related reading department. The aggregate results were derived by aggregating the eight criteria based on the requirements identified by the elementary and Secondary Reading departments. A lab is fully implemented if it had full implementation in all eight of the criteria, in order to be partially implemented a lab had to receive at least partial implementation in the area that the associated reading department identified as the

minimum required categories. The observation and interview data are based on criteria identified from the protocol which answer questions concerning the labs & teachers observed. The survey responses have information concerning the labs which individual teachers use as well as information about each of their classes. The implementation indicator column provides information concerning the overall perceptions of the assigned observer.

The Table (table 3) is read as follows: The aggregate implementation level is indicated under each of the types of data collection methods. For example across all 25 of the labs in the elementary Read 180 program the aggregate elementary results for the observations across all of the applicable indicators are 0% (n=0) for fully implemented, 40% (n=10) for partially implemented and 60% (15) for poorly implemented. The indicators which were used for the determination are listed on the far right and refer to the implementation indicators in Table 2.

Table 3

Aggregate Elementary Results										
		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses	IMPLEMENTATION INDICATOR	number of observations	
	FULL	0.00%		28.0%	9	16.67%	3	72.00%	18	Indicators 1,2,3,4,5,6,7,& 9 are FULL
	PARTIAL	40.00%	10	12.0%	4	22.22%	4	8.00%	2	Indicators 1,2,3 are PARTIAL
	POOR	60.00%	15	60.0%	12	61.11%	11	20.00%	5	Indicators 1,2,3 are POOR
Aggregate Secondary Results										
		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses	IMPLEMENTATION INDICATOR	number of observations	
	FULL	1.94%	2	2.91%	3	6.50%	8	18.00%	9	Indicators 1,2,3,4,5,6,7,& 9 are FULL
	PARTIAL	50.49%	52	6.80%	7	50.41%	62	14.00%	7	Indicators 1,2,5, or 9 are PARTIAL
	POOR	47.57%	49	90.29%	93	43.09%	53	68.00%	34	Indicators 1,2,5, or 9 are POOR

The aggregate tables provide an overall look at the district wide implementation of the Read 180 Program. While this is useful for identifying the overall level of implementation it does not help to identify the causes of the levels of implementation. Therefore, individual results for each of the indicators are included in the next two tables (Table 4 and Table 5). The following table (Table 4) provides the results for the elementary Read 180 program based on the categorizations identified by the elementary Reading department. Labs were measured using the four different evaluation tools, Observation, teacher interview, teacher survey, and observer rating of implementation indicators. On each of the 8 implementation criteria identified by the elementary reading department, each lab/classroom received a rating of Full, Partial, or poor based on the specific input of the reading department. The observation and interview data are based on criteria identified from the protocol concerning the labs and teacher observations. The survey responses have information concerning the labs which individual teachers use, as well as information about each of their classes. The implementation indicator column provides information concerning the overall perceptions of the assigned observer

The Elementary Results Table (table 4) is read as follows: The implementation level for each individual implementation criteria (Table 2) is indicated under each of the types of data collection methods. For example across the 25 labs from the elementary Read 180 observations, the results for the first implementation indicator is 40% (n=10) for fully implemented, 40% (n=10) for partially implemented and 20% (n=5) for poorly implemented.

Table 4

Elementary Results										
Implementation number		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses *	IMPLEMENTATION INDICATOR	number of observations	
1.	Full	40.00%	10	68.00%	17	60.00%	30	87.50%	21	Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period
	Partial	40.00%	10	20.00%	5	0.00%		0.00%		
	Poor	20.00%	5	12.00%	3	40.00%	20	12.50%	3	
				25		25		50		
2.	Full	56.00%	14	64.00%	16	84.00%	42	92.00%	23	Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group.
	Partial	36.00%	9	0.00%		0.00%		0.00%		
	Poor	8.00%	2	36.00%	9	16.00%	8	8.00%	2	
				25		25		50		
3.	Full	84.00%	21	92.00%	23	77.78%	14	96.00%	24	Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets.
	Partial	0.00%		0.00%		0.00%		0.00%		
	Poor	16.00%	4	8.00%	2	22.22%	4	4.00%	1	
				25		25		18		
4.	Full	76.00%	19			88.89%	16	96.00%	24	Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs.
	Partial	16.00%	4			0.00%		0.00%		
	Poor	8.00%	2			11.11%	2	4.00%	1	
							18			
5.	Full	100.00%	25	48.00%	12	100.00%	18	91.67%	22	Adequate training, professional development and technical support to facilitate use of the program model.
	Partial	0.00%		0.00%		0.00%		0.00%		
	Poor	0.00%		52.00%	13	0.00%		8.33%	2	
				25		25		18		

Table 4 cont.

Elementary Results										
Implementation number		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses *	IMPLEMENTATION INDICATOR	number of observations	
6.	Full	84.00%	21					100.00%	25	Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas.
	Partial	4.00%	1					0.00%		
	Poor	12.00%	3					0.00%		
				25					25	
7.	Full			32.00%	8			100.00%	25	Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports.
	Partial			0.00%				0.00%		
	Poor			68.00%	17			0.00%		
						25			25	
8.	Full					83.33%	15	45.83%	11	Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides.
	Partial					16.67%	3	0.00%		
	Poor					0.00%		54.17%	13	
							18		24	
9.	Full	96.00%	24			83.33%	15	96.00%	24	Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> .
	Partial	4.00%	1			16.67%	3	0.00%		
	Poor	0.00%				0.00%		4.00%	1	
				25			18		25	
10	Full					94.44%	17	96.00%	24	Student participation in <i>READ 180</i> for at least a year.
	Partial					0.00%		0.00%		
	Poor					5.56%	1	4.00%	1	
							18		25	

*survey responses are at the classroom level for the first two indicators, they are at the teacher level for all other indicators

The following table (table 5) provides the results for the secondary Read 180 program. Labs were measured using the four different evaluation tools, Observation, teacher interview, teacher survey, and observer rating of implementation indicators. On each of the 8 implementation criteria identified by the elementary reading department, each lab/classroom received a rating of Full, Partial, or poor based on the specific input of the reading department. The observation and interview data are based on criteria identified from the protocol concerning the labs & teachers observed. The survey responses have information concerning the labs which individual teachers use as well as information about each of their classes. The implementation indicator column provides information concerning the overall perceptions of the assigned observer.

The Secondary Results Table (table 5) is read as follows: The implementation level for each individual implementation criteria from Table 2 is indicated under each of the types of data collection methods. For example across the 103 labs in from the secondary observations, the results for the first implementation indicator is 43.69% (n=45) for fully implemented, 38.83% (n=40) for partially implemented and 17.48% (n=18)for poorly implemented.

Table 5

Secondary Results :										
Implementation number		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses *	IMPLEMENTATION INDICATOR	number of observations	
1.	Full	43.69%	45	48.54%	50	51.03%	124	54.00%	27	Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period
	Partial	38.83%	40	24.27%	25	19.34%	47	0.00%		
	Poor	17.48%	18	27.18%	28	29.63%	72	46.00%	23	
				103		103		243		
2.	Full	46.08%	47	56.31%	58	82.72%	201	77.55%	38	Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group.
	Partial	17.65%	18	7.77%	8	0.00%		0.00%		
	Poor	36.27%	37	35.92%	37	17.28%	42	22.45%	11	
				102		103		243		
3.	Full	47.57%	49	82.52%	85	44.64%	50	63.27%	31	Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets.
	Partial	0.00%		0.00%		0.00%		0.00%		
	Poor	52.43%	54	17.48%	18	55.36%	62	36.73%	18	
				103		103		112		
4.	Full	34.95%	36			70.27%	78	81.63%	40	Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs.
	Partial	45.63%	47			0.00%		0.00%		
	Poor	19.42%	20			29.73%	33	18.37%	9	
				103				111		
5.	Full			17.48%	18	95.90%	117	61.22%	30	Adequate training, professional development and technical support to facilitate use of the program model.
	Partial			0.00%		0.00%		0.00%		
	Poor			82.52%	85	4.10%	5	38.78%	19	
					103		122			

*survey responses are at the classroom level for the first two indicators, they are at the teacher level for all other indicators

Table 5 cont.

Secondary Results :										
Implementation number		OBSERVATION	number of labs	INTERVIEW	number of labs	SURVEY	Survey responses *	IMPLEMENTATION INDICATOR	number of observations	
6.	Full	17.48%	18					79.59%	39	Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas.
	Partial	37.86%	39					0.00%		
	Poor	44.66%	46					20.41%	10	
			103						49	
7.	Full			13.59%	14			75.51%	37	Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports.
	Partial			0.00%				0.00%		
	Poor			86.41%	89			24.49%	12	
					103				49	
8.	Full					83.33%	105	69.39%	34	Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides.
	Partial					0.00%		0.00%		
	Poor					16.67%	21	30.61%	15	
							126		49	
9.	Full	92.23%	95			41.90%	44	89.80%	44	Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> .
	Partial	0.00%				24.76%	26	0.00%		
	Poor	7.77%	8			33.33%	35	10.20%	5	
			103				105		49	
10.	Full						78	79.59%	39	Student participation in <i>READ 180</i> for at least a year.
	Partial							0.00%		
	Poor						26	20.41%	10	
							104		49	

*survey responses are at the classroom level for the first two indicators, they are at the teacher level for all other indicators

What follows is a discussion of the underlying pattern of results at each level (elementary and secondary), which may provide some insight into the recommendations for positive changes to the Read 180 program in Pinellas County Schools.

Elementary Results

The Elementary results are consistent across all but one of the collection methods, 60% of the observations (n=15), interviews (n=12) and survey (n=11) results rated the **aggregate implementation** for the Read 180 program as **poor** (table 3). Conversely, the **individual implementation categories** (table 4) demonstrated that a majority of the labs were fully implemented for each category. Additionally, at the aggregate level, there seems to be a major inconsistency between the observation data and the observer's ratings of the implementation indicators for each of the labs in the elementary schools. Each of the Read 180 labs has a large majority of the activities and structures indicative of a full implementation. However, they seem to mostly be lacking in one or two areas which are necessary for a full implementation. For example, if you look at the individual implementation indicators for the elementary labs, the observation data indicate **80% or more** of the labs were fully or partially implemented, while in the final aggregate, elementary has **no** fully implemented labs. While this may be initially confusing, it is a result of the various labs not being fully implemented in **all of the categories**. In fact, the implementation at each site appears to be such that at least one of the primary indicators for the elementary labs (indicators 1, 2 & 3) is partial or poor. Another piece of evidence in support of this argument is the **aggregate** implementation indicator ratings which were collected from the observers. Eighty percent of the observers (n=20) reported full implementation in the labs that they observed and only 20% (n=5) reported that the labs they observed were poorly implemented. While the aggregate level of implementation for observations, interviews and surveys is low, it is extremely important (and interesting) to note that such a pattern indicates that there are attempts to address each of the indicators within different contexts – the end result of which is a program which looks worse off than it might actually be. Thus, the changes necessary to bring the various labs up to full implementation status are not necessarily overarching programmatic changes; rather they are merely an indication of the need for a more stringent requirement to conform to the program standards. These standards are already in place - they just need to be adequately reinforced at the elementary level.

The interviews and open-ended questions on the survey provided some useful information that was not addressed in any of the protocols. Apparently there has been some “encroachment” into the Read 180 program by the implementation of Project Focus. Depending on how individual teachers have dealt with this issue, this could have major repercussions for the effectiveness of the implementation of the overall Read 180 program. Further, because the implementation of Project Focus was not even considered while designing the evaluation of this program, there is no way to know how much it has affected or compromised the implementation of Read 180. When teachers were asked what was their biggest challenge for implementing Read 180, Project Focus came up several times:

“This year my biggest challenge has been implementing Project Focus. That has taken away shared reading at the beginning of class”

“Project Focus is making it very difficult because we have to use the Harcourt (Trophies) to teach it. It is over their head and the stories are boring. It also is too long and it takes away from read aloud and shared reading which is what my students love. I don't think I have overcome this challenge. I am trying to make it as enjoyable as possible.”

“The adjustments in adding Project Focus reading into the READ 180 model. I follow mandates that have been put in place.”

There are some indications that the Project Focus curriculum has been integrated into the Read 180 program, however it is not clear if the Read 180 program is driving the instruction or if it is a separate mechanism.

“I follow the 90 minute READ 180 program. At the beginning of class I do a Project Focus mini-lesson or shared reading. During each rotation the students are ability grouped. The 20 minute guided reading portion of the 90 minutes is devoted to strategies and skills those particular students need to focus on. I gather that information from common assessments and project focus assessments. I also sometimes use data gathered from students computer work.”

Similar to the secondary teachers, the elementary teachers also indicated that technology was another barrier to implementing Read 180 in their classroom.

“There are glitches at times” and “I have not been able to use the SMS more than a couple of times this year. My server has had multiple problems and has been replaced recently. I am still having difficulty with it freezing. I do feel that with the many computer errors it's not an accurate assessment.”

Some teachers identified both the nonworking computers and Project Focus as the greatest challenges to proper implementation of the Read 180 program:

“This has had a significant impact on classroom instruction, student rotation, student achievement, and teacher preparation. Without the computer rotation, I have had to plan for 20 differentiated lessons, 10 guided reading and 10 other lessons that my teaching partner can do. The attention and support, not to mention student accountability, she usually is able to give during Independent Reading was not possible. To make matters worse, we have also been instructed to replace our research-based methods during whole group instruction

(from Guiding Readers and Writers, Strategies that Work, STEPS to Guided Readers, The Fluent Reader, Month by Month Phonics, and many more) with Project Focus lessons.”

Secondary Results

A very small number of secondary Read 180 classes are fully implemented. It is important to remember that the full implementation status indicates optimal conditions. A more crucial question may be, “What number of labs have the minimum implementation indicators to be classified as at least partially implemented?” Labs which are classified as partially or fully implemented all have what has been identified by the secondary Reading department as the “core” and necessary elements of the Read 180 program. Classroom observations and teachers’ survey responses both indicate that greater than 50% of the labs and individual classes have the necessary time during the class period, that the training was adequate, and that the Scholastic Reading Inventory was being administered appropriately. However, when Read 180 teachers were interviewed, 90% indicated that their labs were poorly implemented. When the responses are disaggregated, it appears that the problem in implementation for the secondary program is with the technical support. When interviewed, only 17% of the secondary Read 180 teachers indicated that their training and technical support were adequate, although when surveyed, 95 % of these teachers indicated that they had attended training for Read 180. Thus, the level of technical support that is necessary to maintain the program may be a major problem at the secondary level. Further, this discrepancy between technical support and the training and professional development is consistent with the indications provided in the open ended survey responses regarding the computers being the biggest problem with implementing the program. This seeming discrepancy and accompanying importance is corroborated by the recommendations of the teachers for using the program in other schools. One teacher said “*it is a good program when working*” and another indicated that “*the computer program often does not work and often times has major problems*”. There are some indications that even when the technology does not work, the program is providing useful pedagogical activities; one of the teachers said:

“I can see the benefit for these students even though they are not getting the full effect of the program. They are still being exposed to more reading than they would be in a regular reading class. They are also being expected to practice on task behaviors that they would otherwise not practice in a regular reading class.”

There is some concern on the part of the teachers that there is a propensity to place problem students in the program because of behavior problems rather than program fit:

“Some times guidance likes to use the class as a dumping ground for kids who are behavior problems and aren’t successful in other places because of their behavior. They feel that a smaller environment is better suited for the behavior problems. It isn’t and it makes the truly needy students suffer.”

and

“Behavior (severe) problems in the classroom, especially those of poor readers, need to be addressed, and we need alternative settings for these students”

The Read 180 Program is not designed as a Drop out prevention program or a discipline program. Using it as a method to deal with problem behaviors could be contraindicative to not just the problem students but the entire class, by providing disruptions for students who are already struggling as readers.

The observations and interviews were conducted by the reading coaches. It was assumed that the Reading Coaches’ position within the secondary reading program would give them a different perspective of the Read 180 program. In an attempt to capture their perspective they were asked to rate the implementation of the labs that they observed using the implementation indicators (table 2). It was hoped that their ratings would be consistent with the findings of the interviews and observations, and that there would be convergence with the individual teacher surveys. Such consistency was not the case for the Read 180 lab-related questions; while the Reading Coaches did indicate that a larger percentage of the labs that they had observed were fully implemented (9 rather than 2 based on observation or 3 based on their interview), they indicated that 68% of the labs that they observed were lacking in the necessary implementation categories to even be partially implemented. Conversely, for the class time related questions, there was a great deal of consistency, with 54% of the observers indicating that the labs were receiving enough time to conduct the classes and 77.6% indicating that there was a proper rotation schedule implemented in the classroom. Agreement across all of the collection methods was not seen in any other implementation category. While this is problematic, it is also illustrative of a possible deficit in the secondary Read 180 program. It appears that the lack of agreement on the various indicator categories demonstrates some of the confusion that is experienced by those in the program regarding what precisely is necessary for a fully implemented Read 180 program.

Principal interview

The principals of schools with existing Read 180 programs were interviewed concerning the administrative considerations for the implementation of Read 180. When principals were asked why they selected the Read 180 program, the primary reason cited was to assist low level readers. When asked what were the primary challenges in implementing Read 180, the elementary principals identified scheduling, technology support, and Project Focus. At the secondary level the primary challenges were identified as student placement, behavior and attendance, technology and technology related problems, and obtaining qualified or trained teachers. In relation to the qualified or trained teachers, when asked what are the best types of teachers to have in the Read 180 program, the majority of the principals identified the need to have a reading teacher in the position, with additional skill sets of being willing to work with computers and technology as well as having good classroom management skills. When queried as to which students were most assisted by the program, the elementary principals identified that the Read 180 program is good for all the students who get put in it (based on the decisions of their selection criteria), while the secondary principals identified that the program is good for those who are low level readers who want to improve their reading, however it may not be the best for students who are extremely low readers. All of the principals identified that there is an improvement in student reading ability for those in the program. Finally when asked what advice they would give to other principals who are considering using the program, they identified that the choosing the correct teacher is paramount, followed by technology and training.

Program Costs

There are two different types of costs for the Read 180 program “initial start-up” and “recurring” costs. The initial cost includes the program itself, the computers, and the extra equipment for the rotations and computers. The recurring costs are the computer replacement program, the Scholastic magazine, and teacher salaries.

Initial Costs

Scholastic lists the price for the Read 180 program as \$32,500. Scholastic provides the district a 20% discount, The secondary reading department identified the final cost as \$25,600. Included in this cost are two days of training by Scholastic: initial training for the district teachers who will be utilizing the Read 180 program. This initial cost of the program is not recurring. Once the district has purchased the software, it can be used by different students year after year. In order to run the software programs, a computer lab must be set up. Each lab requires a minimum of 5 student computers, 1 computer as a server and 1 computer as a teacher workstation. These computers are dedicated to the exclusive use of the Read 180 labs. The Instructional technology department projects the cost of the computers for a single lab is \$7,800. The reading department also purchases additional necessary equipment such as tape recorders, head phones, etc. The initial cost for all the necessary items as reported by the secondary reading department is \$1,855.00 per lab. Therefore, the initial start-up cost for a single lab is approximately \$37,758.00 for the 2005-2006 school year. For the 2005-2006

school year, the increase of 4 labs from the previous year would amount to an additional \$151,032.00.

Recurring Costs

The recurring cost of replacing computers is born by the Instructional Technology department. The instructional technology department replaces the Computer labs on a four year cycle they project a cost of \$1,000.00 per replacement computer. Thus the cost of five student work stations and a teacher work station would come to \$6,000.00. In order to equalize the cost across labs the replacement cost has been divided up over the four year lifecycle of the lab such that \$1,500 per year would provide for the cost of the replacement computers in the lab. There are 128 operational Read 180 labs in Pinellas county, if ¼ the total amount required to replace all the labs was held aside that would amount to \$192,000 (128 labs times \$1,500). Another reoccurring cost is that each Read 180 school obligates itself to dedicate classroom space and to provide the furniture for a comfortable individual reading area. The cost for this varies based on the individual school's definition of a comfortable area; therefore no costs have been identified for this factor. The Scholastic magazines which are ordered by the district according to the level of the program (elementary or secondary) and given to each of the students in the program, adds a recurring cost of \$300 per lab or \$38,400 for the district (128 labs). Finally, the cost of the salaries for the Read 180 program is based upon the district's financial records of those identified and paid using a Read 180 designation and has been identified by the budget department as \$9,298,798. The total recurring costs for the entire Read 180 program came to \$9,529,198.00 for the 2005-2006 school year.

Utilization Costs

Two program costs were computed: the cost of the program if fully utilized and the actual utilization cost. The first involves computing what the program costs at full utilization on a "per seat" basis. In other words, assuming that for each lab there are 4 classes every day and each class has all of the seats full there would be 60 students who participate in Read 180 in that lab. The second method would be to use the actual students who are identified in the student information system as being in the program to assess the actual "per pupil" cost. Neither of these costs will include the initial cost of setting up a lab, because that is a one time cost that is not identifiable within the context of the entire district's Read 180 program.

Per Seat Cost

Assuming that each of the 128 labs are fully utilized with four classes of 15 students, the number of seats available for the entire program across the district would be 7680. Taking the recurring yearly cost of \$9,529,198.00 for the Read 180 program and dividing it by the total number of seats available in the program provides a total cost to the district per seat, per year, of \$1,240.78. This cost breaks down over a 180 day school year to \$6.89 per student, per day.

Per Pupil Cost

The "per seat" cost assumes that the program is full of students. The reality of the situation may not be accurate. In order to assess the "per pupil" cost, the existing class

files in the district's student record system were queried to provide the total number of students who are assigned to a Read 180 class or identified as being in the Read 180 program. The total number of students identified is 7410. The cost of an initial lab can not be assessed using this method, as there is no way to identify which students are assigned to a new lab. Therefore, using only the recurring cost of the labs and 1/5 of the estimated cost of computers (assuming a five year replacement cycle) the cost for the 2005-2006 school year is \$1,285.99 per student, per year, or \$7.14 per student, per day.

Discussion

The aggregate results for both the elementary and secondary Read 180 programs indicate that there are very few classes in the district that have fully implemented the Read 180 program. Scholastic has indicated that full implementation is required for an optimal result from the Read 180 program. While these results may seem to paint a grim picture for the implementation of the overall program, it is necessary to consider several factors. District administrators have indicated that there are certain implementation activities which are more essential than others. In contrast to the implementation status developed by Scholastic, the priorities of Pinellas County Schools' Curriculum Services department provided a different view of the implementation of Read 180 and led to the development of the partial implementation ranking using key indicators identified by the respective Reading departments. Partially implemented labs are those labs which do not reach the level of full implementation put forth by Scholastic; however they have the basic categories necessary to conduct the Read 180 program. Thus the "partial implementation" labs could be viewed as having adequate implementation based on Pinellas County's program model.

The concern of the administrators that the elementary reading teachers have the proper equipment to implement the Read 180 program is not surprising in light of the difficulties that were experienced with getting the computers in some of the labs up and running this year. Indeed, 80% of the elementary teachers who were interviewed indicated that the training and professional development they received were adequate, while 48% of those same teachers indicated that the technical support they received was not adequate. At the secondary level, although 95% of the teachers indicated that they had attended training for Read 180, only 17% of them indicated that the training and technical support for the program was adequate. This discrepancy in the satisfaction with the training and professional development and the level of technical support is consistent with the qualitative responses of the elementary teachers. In light of the fact that the secondary reading department considers training, professional development, and technical support necessary for minimal implementation, and that the qualitative responses from the teachers indicated that the one of the biggest obstacles to proper implementation of the program is the computers, some restructuring of the technical support provided for Read 180 should be considered. Further, discussions with personnel in the department provided indications that they are aware of the difficulty in providing an adequate amount of technical support to the Read 180 labs.

Differences between Scholastic Requirements & PCSB requirements

The implementation criteria were developed based on the input of the Pinellas County Reading departments, derived from the Scholastic protocols. However,

Scholastic sets up their indicators differently than the district. Scholastic has different levels of implementation which they categorize as level 1, 2 and 3. Scholastic's most stringent category includes all of the implementation indicators identified in Table 2. The next most stringent does not include the 90 minute class period (Indicators 2-7 on Table 2), while the lowest only includes working hardware, adequate equipment training and appropriate furniture configuration (Indicators 3-6, Table 2).

The elementary and secondary Reading departments both independently identified that proper scheduling and classroom structure were the keys to appropriate program implementation (Indicators 1& 2 on Table 2). Interestingly, these are the same indicators that Scholastic eliminates as necessary for proper implementation as they decrease their criteria from level one to level three. While this difference may seem strange, it is consistent with ensuring that teachers have the proper structure to implement the program in Pinellas County. The lowest implementation identified by Scholastic is not mirrored by Pinellas County standards; however, Scholastic's model is based upon the fresh implementation of the program in a new school or district. The expectations of Pinellas County Schools' Reading department is different, in that they expect, want and demand that appropriate processes be followed in the implementation of the Read 180 program. There is a tacit understanding in the district that the books, classroom, equipment, and software for Read 180 are already in existence. This same zeitgeist is demonstrated in the other areas that the Reading departments identify as key to the proper implementation. For example, the elementary Reading department identifies that sufficient hardware must be available (Indicator 3, Table 2); and the secondary department emphasizes training, support and consistent use of the SRI (Indicators 5 and 9, Table 2). The Reading departments also strive to ensure that the proper equipment gets to the school by assigning a district level individual the responsibility of procuring supplies for the program. Finally, both the elementary and secondary reading departments ardently support the proper training and support to the teachers in the classroom.

Limitations

There are limitations with any evaluation; this study is not an exception. The known limitations involve the incorporation of the stakeholders in the evaluation. The teachers, reading coaches, Title I facilitators and the principals all provided data concerning the implementation of the Read 180 program. The presence of each of these stakeholders presents the possibility of introducing a certain level of bias in the data. In order to alleviate the danger of bias care was taken to ensure that the evaluation did not come as a surprise to the teachers, they were informed during the summer training sessions and via memo of the conduct of the implementation evaluation, as were the principals and the facilitators and reading coaches.

The protocols were the products of scholastic and not designed for the idiosyncrasies of PCS. In order to control for this possible problem and to ensure that the evaluation protocols accurately reflected Curriculum Services was involved with the design and conduct of the evaluation from the very beginning. Also, changes to the protocols were discussed with Scholastic who identified that the protocols would need to be tailored to the needs of Pinellas County.

Using the Reading Coaches and Title I Facilitators as observers to collect data was decided upon based on their knowledge of the program, availability, and expertise rough statement. In order to not overburden them the task of observing and interviewing was distributed to all of those who had a Read 180 program in their school. This necessitated that they be assigned a different school than the one that they were responsible for to alleviate personal investment in the specific lab. Further the identification of these personnel also provided essentially a different individual observer for one or two observations. In an attempt to ensure consistency of the observations; each group of observers were trained at the same time and used the same protocols.

Recommendations

Elementary

There are some basic steps which can be taken to ensure that the program is properly implemented at the elementary level.

- Eliminate the encroachment of Project Focus on the Read 180 labs.
- Ensure that there is adequate technical support for each Read 180 school
 - o Make it a requirement for each school to have technology support if they have any kind of technology based program in their school.
- Rectify the usage of Read 180 labs by classes which are statutorily required to comply with a different model by:
 - o Placing those students in a different classroom and utilize the Read 180 resources with students who can use the program.
 - o Placing those students in both Read 180 and a separate class which fulfills the statutory requirements so they can reap the benefits of the Read 180 program.
- Reinforce the proper implementation of Read 180.
 - o Provide a means of ensuring the teachers understand exactly what is expected of them. (e.g. the elementary Reading department indicated that the final group wrap up could be abbreviated based on scheduling needs.)
 - o Provide a mechanism for the Read 180 teachers to address deviations from the program. (Sometimes there is no communication of what is being required of the teachers between the district and the schools – allow the teachers to inform the Read 180 program managers of required deviations so they can be addressed at the programmatic level.)
- Ensure that Read 180 Teachers are Reading teachers.

Secondary

- Ensure that there is adequate technical support for the Read 180 school.
 - o Make it a requirement that a school with any kind of technology based program has technology support.
- Reinforce the necessity for following the Read 180 program structure.
 - o Ensure that there are no more than 15 students in the class
 - o Ensure that the teachers are provided the correct amount of time to implement the program
 - o Make it clear what portions of the overall program may be shortened based on individual teacher level decision. (i.e., secondary Reading

indicated that the final group wrap up could be abbreviated based on scheduling needs)

- Ensure that Read 180 Teachers are Reading teachers.
- Ensure that the students are being placed in the programs based on demonstrated need and fit.
 - o Transfer students out of the program that are consistently disrupting the learning environment and/or are consistent discipline problems.

Continued Monitoring

- Maintain a monitoring system which provides formative information to the Read 180 program concerning the level of implementation in the district.
 - o An short online survey can be conducted to assess implementation for each lab
- Conduct a summative evaluation to provide information on the efficacy and Effectiveness of the Read 180 program.
 - o Reading scores (SRI, FCAT, etc.) can be compared between program participants and non participants.

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Appendix A: Elementary and Secondary READ 180 Research Protocol Booklets

Elementary READ 180 Research Protocol

READ 180 Research Data

<u>Observer's Name</u>	
Teacher's Name	
School	
Date	

READ 180 CLASSROOM OBSERVATION PROTOCOL

OVERVIEW

For Use With *READ 180* Stages B & C

This protocol is designed for use by a *READ 180* specialist, district administrator, or any other instructional leader to gather information about program implementation. It is not intended to be used as part of teacher performance appraisals.

The protocol will help answer a variety of questions about *READ 180* implementation within and across classrooms. First and foremost, this protocol is designed to answer the following questions:

- Have teachers fully implemented the *READ 180* program?
- Do all students have equal opportunities to participate in all aspects of the *READ 180* program?
- Are students participating in all components of the *READ 180* program?

Data collected with this protocol can also be used to look at the relationship between the quality of implementation and student outcomes.

The protocol is divided into five sections: Basic Implementation, Classroom Organization, Instruction, Classroom Management, and Resource Use. The protocol can be used in its entirety or as separate elements, allowing you to customize your evaluation of *READ 180* implementation.

Classroom Organization

The questions in this section can assess the extent to which teachers have organized their classroom to support implementation of the *READ 180* program including:

- Classroom set-up
- The presence of appropriate materials
- Student access to *READ 180* materials

READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED**Definitions for Instruction Section (Use for Questions 24 and 33)**

Comprehension: Students engage in activities designed to foster their capacity to understand or use comprehension skills or strategies. Possible activities include any of the skills addressed by READ 180 materials-main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause and effect t, compare and contrast, problem and solution, analyze character, analyze plot, and analyze setting.

Phonics: Students focus on symbol/sound correspondences, identifying the sounds in words, blending sounds together, letter-by-letter decoding, decoding by onset and rhyme or analogy, or decoding multi-syllabic words. Possible activities include any of the phonemic or word structure elements included in READ 180 materials-high-frequency words, short vowels, long vowels and long-vowel digraphs, consonants that stand for more than one sound, consonant digraphs, consonant clusters, silent consonants, variant vowels, diphthongs, r-controlled vowels, open and closed syllables, syllables with consonant-le, schwa, prefixes, suffixes, plurals, inflectional endings with or without base change, compound words, and contractions.

Fluency: Students engage in activities designed to help them recognize words automatically, understand phrasing of text and apply rapid phonic, structural, and contextual analysis to identify unknown words. Students are working towards the goal of reading quickly, in meaningful chunks, and at a high level of accuracy.

Writing: Students engage in writing fluency activities and the writing process, including the conventions of capitalization, punctuation, usage, spelling.

Vocabulary: Students engage in discussing/working on word meaning(s).

Reading Aloud: The teacher reads aloud to the students. Students are expected to listen to the teacher read, not follow along with a text.

Sharing Reading: The teacher reads aloud to the students while the students follow along in their own copy of the same text.

Direct Instruction: The teacher explains concepts or strategies, tells or gives information.

Modeling: The teacher explicitly shows/demonstrating the steps of how to do something or how to do a process as opposed to simply explaining it.

Skills Practice: The teacher engages the students in practicing literacy skills. Skill practice usually involves students working on drills, worksheets, or other “task oriented” activities that are designed to reinforce previously learned skills.

READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

Classroom Management

This section examines the management strategies the teacher has put in place to facilitate effective implementation and use of *READ 180*.

- Transitions between activities
- Use of aids/assistants

Read 180 Resource Use

This section focuses on teachers' use of *READ 180* resources, including:

- Teachers' use of *READ 180* support materials
- Teachers' use of the Scholastic Management Suite to follow progress
- Teachers' use of the Scholastic Management Suite reports to guide instruction

Assessment Data

This section focuses on teachers' communication of *READ 180* assessment data.

Classroom Organization

READ 180 CLASSROOM OBSERVATION PROTOCOL
--

School Name/ID: _____

Observation Date: _____

Teacher Code/ID: _____

Observation Duration: _____

Grade: _____

Observer Name: _____

Classroom Organization

Walk around the room. Observe the environment. Based on those observations, answer the following questions:

1. What is posted on the classroom walls or accessible to students? (Check all that are present)

_____ *READ 180* “Instructional Model” posters

_____ *READ 180* “Topic CDs” posters

_____ *READ 180* “Audiobooks” posters

_____ Independent reading monitoring charts/data folders

_____ Lists of “Topic CDs” completed

_____ Student lists of books read

_____ Student SRI scores

_____ Student writing

_____ Other (notebooks, journals)

Describe: _____

2. Which of the following classroom areas are present? (Check all that are present)

_____ Independent reading area

_____ Small-group work area

_____ Student computer area

_____ Teacher computer station

_____ Whole-group instruction area

3. Is the room organized so that there is sufficient space between classroom areas for students and the teacher to move easily and efficiently? (Check ONE)

Yes No

Independent Reading Area

4. Does the independent reading area include comfortable seating? (Check ONE)

Yes No

5. Is the *READ 180* Paperback Library complete? (Check ONE)

- Yes, there are 5 complete sets of the 40 books.
 Partially, there are 5 incomplete sets of books.
 Partially, there are less than 5 complete sets of the books.
 I can't tell.
 There are no *READ 180* books present at the reading station.

6. Are the *READ 180* Paperbacks easily accessible by students? (Check ONE)

Yes No

7. Are there additional Paperbacks available for students to read in the independent reading area? (Check ONE)

Yes No

8. Are all books in the reading area labeled by level (or is there a poster which identifies the level)? (Check ONE)

Yes No

9. Is the Audiobook library complete? (Check ONE)

- Yes, there are 4 complete sets of the 12 Audiobooks.
 Partially, there are 4 incomplete sets of Audiobooks.
 Partially, there are less than 4 complete sets of the Audiobooks.
 I can't tell
 There are no Audiobooks present at the reading station.

10. How many operational tape cassette players are available for students to play Audiobooks? _____

11. Are the Audiobooks easily accessible by students? (Check ONE)

Yes No

Computer Station

12. How many of the following are present at the computer station?

Operational computers _____

Operational headsets _____

Operational microphones _____

13. Is there adequate space between computers or other measures (e.g., partitions) to ensure privacy while students are reading and recording? (Check ONE)

Yes No

14. Is the Topic CD library complete (this can include burned copies)? (Check ONE)

Yes, there are 5 complete sets of the 9 Topic CDs.

Partially, there are 5 incomplete sets of Topic CDs.

Partially, there are less than 5 complete sets of the Topic CDs.

I can't tell

There are no Topic CDs present at the computer station.

15. Are the Topic CDs easily accessible by students? (Check ONE)

Yes No

Instruction

Instruction

Whole-Group Instruction

Observe one complete whole group instruction rotation, and answer the following questions.

16. Fill in this chart with whole numbers.

Length of whole-group instruction observation: _____ minutes

Length of whole-group instruction segment: _____ minutes

Number of students participating: _____

17. Do the teacher and students discuss homework? (Check ONE)

_____ Yes

_____ No

18. Use the following chart to indicate what instructional strategies the teacher is using to cover specific skills. **Please enter the number of minutes you observe each instructional element in each box.** See cover sheet for definitions.

	Reading Aloud	Shared Reading	Direct Instruction	Modeling	Skills Practice	Other
Comprehension						
Phonics						
Fluency						
Writing *						
Grammar						
Vocabulary						
Other						

* including the conventions of capitalization, punctuation, usage, spelling

19. During the lesson, does the teacher explicitly speak about the connections between skills taught in the *READ 180* block and other reading tasks (e.g., demands of other classes, reading outside of school, etc.)? (Check ONE)

_____ Yes

_____ No

20. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

Yes No

21. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher's Resource Book or various "strategies books"?) (Check ONE)

Yes No

(21.a) If the teacher does use *READ 180* resources, describe them here.

(21.b) If the teacher uses other non-*READ 180* resources, describe them here.

22. Does the teacher attempt to engage all students in the lesson? (Check ONE)

Yes, she attempts to engage the entire group.
 No, she attempts to engage only some students.
 No, she attempts to engage only one or two students.

23. Did the students appear to be on task? (Check ONE)

Yes, all students were on task.
 Yes, 3-4 students were on task.
 No, 1-2 a few students were on task.
 No, no students were on task.

29. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

Yes No

30. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher's Resource Book or various "strategies books"?) (Check ONE)

Yes No

(31.a) If the teacher does use *READ 180* resources, describe them here.

(31.b) If the teacher uses other non-*READ 180* resources, describe them here:

31. Does the teacher attempt to engage all students in the lesson? (Check ONE)

Yes, she attempts to engage the entire group.

No, she attempts to engage only three or four students.

No, she attempts to engage only one or two students.

32. Did the students appear to be on task? (Check ONE)

Yes, all students were on task.

Yes, 3-4 students were on task.

No, only 1-2 students were on task.

No, no students were on task.

Computer Workstation Rotation

Observe one group of students working at the computer workstation and answer the following questions for ONE rotation.

33. Fill in this chart with whole numbers.

Length of computer workstation observation: _____ minutes

Length of computer workstation rotation: _____ minutes

Number of students participating: _____

34. How many students are using the following? (Fill in whole numbers)

Headsets _____

Microphones _____

READ 180 Software _____

35. How many students were working on any of the following? (Fill in whole numbers)

The **Spelling** component of the Software _____

The **Word Zone** component of the Software _____

The **Reading Comprehension** component of the Software _____

The **Fluency** component of the Software _____ have to know what to look for

The *Scholastic Reading Counts!*™ Program _____

36. Did the students appear to be on task? (Check ONE)

____ Yes, all students were on task.

____ Yes, 3-4 students were on task.

____ No, only 1-2 students were on task.

____ No, no students were on task.

Independent Reading Rotation

Observe students working at the independent reading station and answer the following questions for ONE rotation.

37. Fill in this chart with whole numbers.

Length of independent reading observation: _____ minutes

Length of independent reading rotation: _____ minutes

Number of students participating: _____

38. How many students are reading *READ 180* Paperbacks? _____
(38a) How many students are reading other material/books? _____

39. How many students are using *READ 180* Audiobooks? _____
(39a) How many students are using *other* Audiobooks? _____

40. Do most of the students appear to be listening and following along with the text? (Check ONE)

_____ Yes _____ No

41. How many students are engaged in any of the following? (Fill in whole numbers)

Reading logs _____

Teacher assistance _____

Reading progress charts _____

Quick Writes _____

Reading silently _____

Reading aloud to a partner _____

42. Did the students appear to be on task? (Check ONE)

_____ Yes, 5 students were on task

_____ Yes, 3-4 students were on task

_____ No, only 1-2 students were on task _____ No, no students were on task

Whole-Group Wrap-Up

Observe one complete whole-group wrap-up, and answer the following questions.

43. Fill in this chart with whole numbers.

Length of whole-group wrap-up observation: _____ minutes

Length of whole-group wrap-up: _____ minutes

Number of students participating: _____

44. Does the teacher assign homework? (Check ONE)

_____ Yes

_____ No

45. Does the teacher attempt to engage all students in the lesson? (Check ONE)

_____ Yes

_____ No

46. Did the students appear to be on task? (Check ONE)

_____ Yes, all students were on task

_____ Yes, 3-4 students were on task

_____ No, only 1-2 students were on task

_____ No, no students were on task

Teacher Interview

Classroom Management

Based on the entire observation of the class, answer the following questions.

47. Are there clear signals to indicate rotation changes? (Check ONE)

Yes No

48. How many minutes does each rotation change require? (Enter time in minutes for each rotation you observe.)

Rotation 1 _____

Rotation 3 _____

Rotation 2 _____

Rotation 4 _____

49. Are the rotations and transitions smooth (e.g., quiet, orderly)? (Check ONE)

Yes No

50. How many assistants or aides are present in the classroom? _____

51. If there are assistants or aides present, what are they doing? (Check all that apply)

Working with students on instruction

Providing the teacher with clerical assistance

Providing technical (e.g., computer) assistance

Other _____

Interview Questions

If the following were not apparent from the observation, please address during the interview.

1. How is the following information accessible to individual students?

Independent reading monitoring charts _____

Student lists of books read _____

Student SRI scores _____

2. Is the *READ 180* Paperback Library complete?

_____ Yes (5 complete sets of the 40 books)

_____ No

– How many sets of books are incomplete _____

– How many books are missing _____

4. Is the Audiobook library complete? (Check ONE)

_____ Yes (4 complete sets of the 12 Audiobooks).

_____ No

– How many sets of books are incomplete _____

– How many books are missing _____

4. How many operational tape cassette players (including headphones) are available for students to play Audiobooks? _____

5. Are the Audiobooks easily accessible by students? (Check ONE)

_____ Yes _____ No

6. Is the Topic CD library complete? (Check ONE)

_____ Yes (5 complete sets of the 9 Topic CDs) – burned cd's count!

_____ No

– How many sets are incomplete _____

– How many CDs are missing _____

Interview Questions

Conduct a short interview with the teacher after you have completed the observation.

Basic Implementation

Ask the teacher the following questions or review appropriate documents.

1. Are students placed in this classroom for a fixed amount of time based on the school calendar? (Check ONE)
 - Yes, for 2 years
 - Yes, for 1 ½ years
 - Yes, for an entire year
 - Yes, for half of the year
 - Yes, for a quarter of the year
 - No, students remain in *READ 180* from the time they test in until they reach proficiency

2. Ask the teacher to help complete this chart, indicating the amount of time students spend in this *READ 180* class and the allocation of time to rotations.

		Monday	Tuesday	Wednesday	Thursday	Friday
Time in Minutes	Total <i>READ 180</i> time					
	Total # of students					
	Whole Group					
	Small Group # of rotations					
	Computer # of rotations					
	Independent Reading # of rotations					
	Wrap Up					

READ 180 Resource Use

Ask the teacher the following questions at the end of the class period.

3. How often do you administer the *Scholastic Reading Inventory* (SRI) to your students?

- Weekly
- Twice a month
- Monthly
- Every eight weeks
- 3 times a year (about once every three months)
- About once a grading period
- Once a year

4. Do you use the *Scholastic Management Suite*TM (SMS) to monitor student progress?
(Check ONE)

- Yes No

5. How frequently do you use the SMS? (Check ONE)

- Daily
- Several times weekly
- Once a week
- A few times a month
- Once a month
- Once a grading period
- Once a year

6. Which program reports do you use most often?

7. Why do you use these reports most often?

8. Which reports do you use on a daily basis?

9. Did you use any *READ 180* Resources (not including SMS reports) when planning your **whole-group instruction** today? (Check ONE)

Yes No

10. Which resources did you use?

11. Did you use any SMS reports when planning your **whole-group instruction** today? (Check ONE)

Yes No

12. Which SMS reports did you use?

13. How did you use them?

14. Did you use any *READ 180* Resources (not including SMS reports) when planning your **small-group instruction** today? (Check ONE)

Yes No

15. Which resources did you use?

16. Did you use any SMS reports when planning your **small-group instruction** today? (Check ONE)

Yes No

17. Which reports did you use?

18. How did you use them?

Assessment Data

Ask the teacher the following questions

19. Do you provide opportunities for your students to engage in self-assessment?
(Check ONE)

Yes No

20. If yes, please provide 2 examples.

21. Do you communicate assessment data to students? (Check ONE)

Yes No

22. If yes, please provide 2 examples.

23. Do you communicate assessment data to parents? (Check ONE)

Yes No

24. If yes, please provide 2 examples.

25. Do you communicate assessment data to administrators? (Check ONE)

Yes No

26. If yes, please provide examples.

Training and Support

27. What kind(s) of training on using the *READ 180* program model have you received?

28. Do you consider this training to be adequate? (Check ONE)

Yes No

29. What kind(s) of professional development on using the *READ 180* program model have you received?

30. Do you consider this professional development to be adequate? (Check ONE)

Yes No

31. What kind(s) of technical support for implementing the *READ 180* program model have you received?

32. Do you consider this technical support to be adequate? (Check ONE)

Yes No

Principal

Interview

PROTOCOL FOR READ 180 TEACHER INTERVIEW

The purpose of this interview is to gather information about principals' perceptions of READ 180, the challenges associated with using the program, and its overall contributions to their schools' instructional programs.

As you proceed through the various interview questions, it will be important to probe for details and examples, especially when principals discuss the program's contributions to school's instructional programs and the challenges associated with using the program. If you determine that the principal knows very little about READ 180 and how it is being used in the school, you may decide to end the interview after a few questions.

This interview will require approximately 20-30 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should be familiar with the extent to which READ 180 is being used in the school prior to interviewing the principal.

If you are not already acquainted with the principal, you should begin by introducing yourself and explaining the study and how the result will be reported. As appropriate, you should also indicate the principal will not be identified by name in any reports or communications about the study.

You can use this guide as a script for the interview. You can use this guide as a form to record the principal's responses.

PROTOCOL FOR <i>READ 180</i> PRINCIPAL INTERVIEW

School Name: _____ Principal's Name: _____

Date and Time of the Interview: _____ Interviewer's Name: _____

1. Why did you and the teachers in your school first decide to use *READ 180*?

2. Based on your observations and experiences thus far, what have been the primary challenges in implementing and using *READ 180* in your school? Have you and the teachers been successful in overcoming the challenges?

3. Based on your observations and experiences thus far, what have been the impact of *READ 180* on student learning and other areas of student outcomes? What is the evidence of this impact?

4. Is *READ 180* more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?

5. Is *READ 180* more suitable for some teachers than others? If so, which teachers are most able to use the program? Which teachers are least able to use the program?

6. How does *READ 180* compare to other approaches to reading instruction in this school in terms of student outcomes? In terms of teachers' ability to implement and use the program? In terms of costs?

7. Would you recommend *READ 180* to other principals? What specific advice would you give them about using the program?

<i>Implementation Indicators</i>

We need your professional opinion concerning your overall understanding of the implementation. Each of the items includes a reference to the related questions in the observation protocol. This reference is for clarification; your conclusion for each item needs to be made based on your professional opinion.

- | | | |
|-------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period. (<i>Basic Implementation Interview Question 2, pg. 16</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group. (<i>Basic Implementation Interview Question 2, pg. 16</i>). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets. (<i>Classroom Organization Questions 10, 12 & 15, pg. 5</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs. (<i>Classroom Organization Questions 5, 9 & 14, pgs. 5-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Adequate training, professional development and technical support to facilitate use of the program model. (<i>Training and Support Interview Questions 27-32, pg. 21</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility through rotations. (<i>Classroom Organization Questions 2, 3, 4, 6, 11, 13 & 15, pgs. 4-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports. (<i>Resource Use Interview Questions 4, 5, 11 & 16, pgs. 4-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (<i>Instruction Questions 21 & 31, pgs. 8&10; Resource Use Interview Questions 9 & 14, pgs. 18&19</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> . (<i>Resource Use Interview Question 3, pg. 17</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. Student participation in <i>READ 180</i> for at least a year. (<i>Basic Implementation Interview Question 1, pg. 16</i>) |

Secondary READ 180 Research Protocol

READ 180 Research Data

Observer's Name	
Teacher's Name	
School	
Date	

READ 180 CLASSROOM OBSERVATION PROTOCOL

OVERVIEW

For Use With *READ 180* Stages B & C

This protocol is designed for use by a *READ 180* specialist, district administrator, or any other instructional leader to gather information about program implementation. It is not intended to be used as part of teacher performance appraisals.

The protocol will help answer a variety of questions about *READ 180* implementation within and across classrooms. First and foremost, this protocol is designed to answer the following questions:

- Have teachers fully implemented the *READ 180* program?
- Do all students have equal opportunities to participate in all aspects of the *READ 180* program?
- Are students participating in all components of the *READ 180* program?

Data collected with this protocol can also be used to look at the relationship between the quality of implementation and student outcomes.

The protocol is divided into five sections: Basic Implementation, Classroom Organization, Instruction, Classroom Management, and Resource Use. The protocol can be used in its entirety or as separate elements, allowing you to customize your evaluation of *READ 180* implementation.

Classroom Organization

The questions in this section can assess the extent to which teachers have organized their classroom to support implementation of the *READ 180* program including:

- Classroom set-up
- The presence of appropriate materials
- Student access to *READ 180* materials

READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED**Definitions for Instruction Section (Use for Questions 24 and 33)**

Comprehension: Students engage in activities designed to foster their capacity to understand or use comprehension skills or strategies. Possible activities include any of the skills addressed by READ 180 materials-main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause and effect t, compare and contrast, problem and solution, analyze character, analyze plot, and analyze setting.

Phonics: Students focus on symbol/sound correspondences, identifying the sounds in words, blending sounds together, letter-by-letter decoding, decoding by onset and rhyme or analogy, or decoding multi-syllabic words. Possible activities include any of the phonemic or word structure elements included in READ 180 materials-high-frequency words, short vowels, long vowels and long-vowel digraphs, consonants that stand for more than one sound, consonant digraphs, consonant clusters, silent consonants, variant vowels, diphthongs, r-controlled vowels, open and closed syllables, syllables with consonant-le, schwa, prefixes, suffixes, plurals, inflectional endings with or without base change, compound words, and contractions.

Fluency: Students engage in activities designed to help them recognize words automatically, understand phrasing of text and apply rapid phonic, structural, and contextual analysis to identify unknown words. Students are working towards the goal of reading quickly, in meaningful chunks, and at a high level of accuracy.

Writing: Students engage in writing fluency activities and the writing process, including the conventions of capitalization, punctuation, usage, spelling.

Vocabulary: Students engage in discussing/working on word meaning(s).

Reading Aloud: The teacher reads aloud to the students. Students are expected to listen to the teacher read, not follow along with a text.

Sharing Reading: The teacher reads aloud to the students while the students follow along in their own copy of the same text.

Direct Instruction: The teacher explains concepts or strategies, tells or gives information.

Modeling: The teacher explicitly shows/demonstrating the steps of how to do something or how to do a process as opposed to simply explaining it.

Skills Practice: The teacher engages the students in practicing literacy skills. Skill practice usually involves students working on drills, worksheets, or other “task oriented” activities that are designed to reinforce previously learned skills.

READ 180 CLASSROOM OBSERVATION PROTOCOL CONTINUED

Classroom Management

This section examines the management strategies the teacher has put in place to facilitate effective implementation and use of *READ 180*.

- Transitions between activities
- Use of aids/assistants

Read 180 Resource Use

This section focuses on teachers' use of *READ 180* resources, including:

- Teachers' use of *READ 180* support materials
- Teachers' use of the Scholastic Management Suite to follow progress
- Teachers' use of the Scholastic Management Suite reports to guide instruction

Assessment Data

This section focuses on teachers' communication of *READ 180* assessment data.

Classroom Organization

READ 180 CLASSROOM OBSERVATION PROTOCOL
--

School Name/ID: _____

Observation Date: _____

Teacher Code/ID: _____

Observation Duration: _____

Grade: _____

Observer Name: _____

Classroom Organization

Walk around the room. Observe the environment. Based on those observations, answer the following questions:

1. What is posted on the classroom walls or accessible to students? (Check all that are present)

_____ *READ 180* “Instructional Model” posters

_____ *READ 180* “Topic CDs” posters

_____ *READ 180* “Audiobooks” posters

_____ Independent reading monitoring charts/data folders

_____ Lists of “Topic CDs” completed

_____ Student lists of books read

_____ Student SRI scores

_____ Student writing

_____ Other (notebooks, journals)

Describe: _____

2. Which of the following classroom areas are present? (Check all that are present)

_____ Independent reading area

_____ Small-group work area

_____ Student computer area

_____ Teacher computer station

_____ Whole-group instruction area

3. Is the room organized so that there is sufficient space between classroom areas for students and the teacher to move easily and efficiently? (Check ONE)

Yes No

Independent Reading Area

4. Does the independent reading area include comfortable seating? (Check ONE)

Yes No

5. Is the *READ 180* Paperback Library complete? (Check ONE)

- Yes, there are 5 complete sets of the 40 books.
 Partially, there are 5 incomplete sets of books.
 Partially, there are less than 5 complete sets of the books.
 I can't tell.
 There are no *READ 180* books present at the reading station.

6. Are the *READ 180* Paperbacks easily accessible by students? (Check ONE)

Yes No

7. Are there additional Paperbacks available for students to read in the independent reading area? (Check ONE)

Yes No

8. Are all books in the reading area labeled by level (or is there a poster which identifies the level)? (Check ONE)

Yes No

9. Is the Audiobook library complete? (Check ONE)

- Yes, there are 4 complete sets of the 12 Audiobooks.
 Partially, there are 4 incomplete sets of Audiobooks.
 Partially, there are less than 4 complete sets of the Audiobooks.
 I can't tell
 There are no Audiobooks present at the reading station.

10. How many operational tape cassette players are available for students to play Audiobooks? _____

11. Are the Audiobooks easily accessible by students? (Check ONE)

Yes No

Computer Station

12. How many of the following are present at the computer station?

Operational computers _____

Operational headsets _____

Operational microphones _____

13. Is there adequate space between computers or other measures (e.g., partitions) to ensure privacy while students are reading and recording? (Check ONE)

Yes No

14. Is the Topic CD library complete (this can include burned copies)? (Check ONE)

Yes, there are 5 complete sets of the 9 Topic CDs.

Partially, there are 5 incomplete sets of Topic CDs.

Partially, there are less than 5 complete sets of the Topic CDs.

I can't tell

There are no Topic CDs present at the computer station.

15. Are the Topic CDs easily accessible by students? (Check ONE)

Yes No

Instruction

Instruction

Whole-Group Instruction

Observe one complete whole group instruction rotation, and answer the following questions.

16. Fill in this chart with whole numbers.

Length of whole-group instruction observation: _____ minutes

Length of whole-group instruction segment: _____ minutes

Number of students participating: _____

17. Do the teacher and students discuss homework? (Check ONE)

_____ Yes

_____ No

18. Use the following chart to indicate what instructional strategies the teacher is using to cover specific skills. **Please enter the number of minutes you observe each instructional element in each box.** See cover sheet for definitions.

	Reading Aloud	Shared Reading	Direct Instruction	Modeling	Skills Practice	Other
Comprehension						
Phonics						
Fluency						
Writing *						
Grammar						
Vocabulary						
Other						

* including the conventions of capitalization, punctuation, usage, spelling

19. During the lesson, does the teacher explicitly speak about the connections between skills taught in the *READ 180* block and other reading tasks (e.g., demands of other classes, reading outside of school, etc.)? (Check ONE)

_____ Yes

_____ No

20. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

Yes No

21. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher's Resource Book or various "strategies books"?) (Check ONE)

Yes No

(21.a) If the teacher does use *READ 180* resources, describe them here.

(21.b) If the teacher uses other non-*READ 180* resources, describe them here.

22. Does the teacher attempt to engage all students in the lesson? (Check ONE)

Yes, she attempts to engage the entire group.
 No, she attempts to engage only some students.
 No, she attempts to engage only one or two students.

23. Did the students appear to be on task? (Check ONE)

Yes, all students were on task.
 Yes, 3-4 students were on task.
 No, 1-2 a few students were on task.
 No, no students were on task.

29. Does the teacher appear to assess student understanding of the material on which they are working? (Check ONE)

Yes No

30. Does the teacher use any *READ 180* resources (e.g., handouts from the Teacher's Resource Book or various "strategies books"?) (Check ONE)

Yes No

(31.a) If the teacher does use *READ 180* resources, describe them here.

(31.b) If the teacher uses other non-*READ 180* resources, describe them here:

31. Does the teacher attempt to engage all students in the lesson? (Check ONE)

Yes, she attempts to engage the entire group.

No, she attempts to engage only three or four students.

No, she attempts to engage only one or two students.

32. Did the students appear to be on task? (Check ONE)

Yes, all students were on task.

Yes, 3-4 students were on task.

No, only 1-2 students were on task.

No, no students were on task.

Computer Workstation Rotation

Observe one group of students working at the computer workstation and answer the following questions for ONE rotation.

33. Fill in this chart with whole numbers.

Length of computer workstation observation: _____ minutes

Length of computer workstation rotation: _____ minutes

Number of students participating: _____

34. How many students are using the following? (Fill in whole numbers)

Headsets _____

Microphones _____

READ 180 Software _____

35. How many students were working on any of the following? (Fill in whole numbers)

The **Spelling** component of the Software _____

The **Word Zone** component of the Software _____

The **Reading Comprehension** component of the Software _____

The **Fluency** component of the Software _____ have to know what to look for

The *Scholastic Reading Counts!*TM Program _____

36. Did the students appear to be on task? (Check ONE)

____ Yes, all students were on task.

____ Yes, 3-4 students were on task.

____ No, only 1-2 students were on task.

____ No, no students were on task.

Independent Reading Rotation

Whole-Group Wrap-Up

Observe one complete whole-group wrap-up, and answer the following questions.

43. Fill in this chart with whole numbers.

Length of whole-group wrap-up observation: _____ minutes

Length of whole-group wrap-up: _____ minutes

Number of students participating: _____

44. Does the teacher assign homework? (Check ONE)

_____ Yes

_____ No

45. Does the teacher attempt to engage all students in the lesson? (Check ONE)

_____ Yes

_____ No

46. Did the students appear to be on task? (Check ONE)

_____ Yes, all students were on task

_____ Yes, 3-4 students were on task

_____ No, only 1-2 students were on task

_____ No, no students were on task

Teacher Interview

Classroom Management

Based on the entire observation of the class, answer the following questions.

47. Are there clear signals to indicate rotation changes? (Check ONE)
- Yes No
48. How many minutes does each rotation change require? (Enter time in minutes for each rotation you observe.)
- Rotation 1 _____ Rotation 3 _____
- Rotation 2 _____ Rotation 4 _____
49. Are the rotations and transitions smooth (e.g., quiet, orderly)? (Check ONE)
- Yes No
50. How many assistants or aides are present in the classroom? _____
51. If there are assistants or aides present, what are they doing? (Check all that apply)
- Working with students on instruction
- Providing the teacher with clerical assistance
- Providing technical (e.g., computer) assistance
- Other _____

Interview Questions

If the following were not apparent from the observation, please address during the interview.

1. How is the following information accessible to individual students?

Independent reading monitoring charts _____

Student lists of books read _____

Student SRI scores _____

2. Is the *READ 180* Paperback Library complete?

_____ Yes (5 complete sets of the 40 books)

_____ No

– How many sets of books are incomplete _____

– How many books are missing _____

4. Is the Audiobook library complete? (Check ONE)

_____ Yes (4 complete sets of the 12 Audiobooks).

_____ No

– How many sets of books are incomplete _____

– How many books are missing _____

4. How many operational tape cassette players (including headphones) are available for students to play Audiobooks? _____

5. Are the Audiobooks easily accessible by students? (Check ONE)

_____ Yes _____ No

6. Is the Topic CD library complete? (Check ONE)

_____ Yes (5 complete sets of the 9 Topic CDs) – burned cd's count!

_____ No

– How many sets are incomplete _____

– How many CDs are missing _____

Interview Questions

Conduct a short interview with the teacher after you have completed the observation.

Basic Implementation

Ask the teacher the following questions or review appropriate documents.

1. Are students placed in this classroom for a fixed amount of time based on the school calendar? (Check ONE)
 - Yes, for 2 years
 - Yes, for 1 ½ years
 - Yes, for an entire year
 - Yes, for half of the year
 - Yes, for a quarter of the year
 - No, students remain in *READ 180* from the time they test in until they reach proficiency

2. Ask the teacher to help complete this chart, indicating the amount of time students spend in this *READ 180* class and the allocation of time to rotations.

		Monday	Tuesday	Wednesday	Thursday	Friday
Time in Minutes	Total <i>READ 180</i> time					
	Total # of students					
	Whole Group					
	Small Group # of rotations					
	Computer # of rotations					
	Independent Reading # of rotations					
	Wrap Up					

READ 180 Resource Use

Ask the teacher the following questions at the end of the class period.

3. How often do you administer the *Scholastic Reading Inventory* (SRI) to your students?

- Weekly
- Twice a month
- Monthly
- Every eight weeks
- 3 times a year (about once every three months)
- About once a grading period
- Once a year

4. Do you use the *Scholastic Management Suite*TM (SMS) to monitor student progress?
(Check ONE)

- Yes No

5. How frequently do you use the SMS? (Check ONE)

- Daily
- Several times weekly
- Once a week
- A few times a month
- Once a month
- Once a grading period
- Once a year

6. Which program reports do you use most often?

7. Why do you use these reports most often?

8. Which reports do you use on a daily basis?

9. Did you use any *READ 180* Resources (not including SMS reports) when planning your **whole-group instruction** today? (Check ONE)

Yes No

10. Which resources did you use?

11. Did you use any SMS reports when planning your **whole-group instruction** today? (Check ONE)

Yes No

12. Which SMS reports did you use?

13. How did you use them?

14. Did you use any *READ 180* Resources (not including SMS reports) when planning your **small-group instruction** today? (Check ONE)

Yes No

15. Which resources did you use?

16. Did you use any SMS reports when planning your **small-group instruction** today? (Check ONE)

Yes No

17. Which reports did you use?

18. How did you use them?

Assessment Data

Ask the teacher the following questions

19. Do you provide opportunities for your students to engage in self-assessment?
(Check ONE)

_____ Yes _____ No

20. If yes, please provide 2 examples.

21. Do you communicate assessment data to students? (Check ONE)

_____ Yes _____ No

22. If yes, please provide 2 examples.

23. Do you communicate assessment data to parents? (Check ONE)

_____ Yes _____ No

24. If yes, please provide 2 examples.

25. Do you communicate assessment data to administrators? (Check ONE)

_____ Yes _____ No

26. If yes, please provide examples.

Training and Support

27. What kind(s) of training on using the *READ 180* program model have you received?

28. Do you consider this training to be adequate? (Check ONE)

Yes No

29. What kind(s) of professional development on using the *READ 180* program model have you received?

30. Do you consider this professional development to be adequate? (Check ONE)

Yes No

31. What kind(s) of technical support for implementing the *READ 180* program model have you received?

32. Do you consider this technical support to be adequate? (Check ONE)

Yes No

Principal

Interview

PROTOCOL FOR READ 180 TEACHER INTERVIEW

The purpose of this interview is to gather information about principals' perceptions of READ 180, the challenges associated with using the program, and its overall contributions to their schools' instructional programs.

As you proceed through the various interview questions, it will be important to probe for details and examples, especially when principals discuss the program's contributions to school's instructional programs and the challenges associated with using the program. If you determine that the principal knows very little about READ 180 and how it is being used in the school, you may decide to end the interview after a few questions.

This interview will require approximately 20-30 minutes. Ideally, you will conduct the interview at a time and place where you will not be interrupted. If possible, you should be familiar with the extent to which READ 180 is being used in the school prior to interviewing the principal.

If you are not already acquainted with the principal, you should begin by introducing yourself and explaining the study and how the result will be reported. As appropriate, you should also indicate the principal will not be identified by name in any reports or communications about the study.

You can use this guide as a script for the interview. You can use this guide as a form to record the principal's responses.

PROTOCOL FOR <i>READ 180</i> PRINCIPAL INTERVIEW

School Name: _____ Principal's Name: _____

Date and Time of the Interview: _____ Interviewer's Name: _____

1. Why did you and the teachers in your school first decide to use *READ 180*?

2. Based on your observations and experiences thus far, what have been the primary challenges in implementing and using *READ 180* in your school? Have you and the teachers been successful in overcoming the challenges?

3. Based on your observations and experiences thus far, what have been the impact of *READ 180* on student learning and other areas of student outcomes? What is the evidence of this impact?

4. Is *READ 180* more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?

5. Is *READ 180* more suitable for some teachers than others? If so, which teachers are most able to use the program? Which teachers are least able to use the program?

6. How does *READ 180* compare to other approaches to reading instruction in this school in terms of student outcomes? In terms of teachers' ability to implement and use the program? In terms of costs?

7. Would you recommend *READ 180* to other principals? What specific advice would you give them about using the program?

<i>Implementation Indicators</i>

We need your professional opinion concerning your overall understanding of the implementation. Each of the items includes a reference to the related questions in the observation protocol. This reference is for clarification; your conclusion for each item needs to be made based on your professional opinion.

- | | | |
|-------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period. (<i>Basic Implementation Interview Question 2, pg. 16</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group. (<i>Basic Implementation Interview Question 2, pg. 16</i>). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Sufficient working hardware (computers, headphones and cassette or CD (in 2005) players for all students to pass through the rotations each day the class meets. (<i>Classroom Organization Questions 10, 12 & 15, pg. 5</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks, and Topic CDs. (<i>Classroom Organization Questions 5, 9 & 14, pgs. 5-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Adequate training, professional development and technical support to facilitate use of the program model. (<i>Training and Support Interview Questions 27-32, pg. 21</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility through rotations. (<i>Classroom Organization Questions 2, 3, 4, 6, 11, 13 & 15, pgs. 4-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Frequent (at least every 2-3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports. (<i>Resource Use Interview Questions 4, 5, 11 & 16, pgs. 4-6</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (<i>Instruction Questions 21 & 31, pgs. 8&10; Resource Use Interview Questions 9 & 14, pgs. 18&19</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> . (<i>Resource Use Interview Question 3, pg. 17</i>) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. Student participation in <i>READ 180</i> for at least a year. (<i>Basic Implementation Interview Question 1, pg. 16</i>) |

Appendix B: READ 180 Online Survey

READ 180 ONLINE SURVEY

1. Are you currently using the Scholastic *READ 180* Program as part of the instruction you provide to students?

Yes No

2. How long have you been a teacher (including all of your teaching positions)?

Less than 1 year 4-5 years 6-10 years
 1-3 years More than 10 years

3. When did you begin using *READ 180*?

Fall 2002 Spring 2003
 Fall 2003 Spring 2004
 Fall 2004 Spring 2005
 Fall 2005 Other (please specify)

4. Have you participated in at least one day of professional development related to the implementation and use of *READ 180* since September 2002?

Yes No

5. Which stage of *READ 180* are you currently using?

Stage A Stage C
 Stage B Do Not Know

6. How many sections of *READ 180* do you currently teach?

One Three
 Two Four
 Other (please explain)

7. How many students are in each of your *READ 180* sections?

Number of students in Section 1: _____
Number of students in Section 2: _____
Number of students in Section 3: _____
Number of students in Section 4: _____

8. Use the following chart to indicate the grade levels, not reading levels, of the students in each of your *READ 180* sections (select all that apply):

	3rd Grade	3 rd Retained	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 4:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. For each of your *READ 180* sections, please estimate the percent of students reading 1 year below grade level: (Please use professional judgment, using all appropriate tools you have)

Section 1:

Section 2:

Section 3:

Section 4:

10. For each of your *READ 180* sections, please estimate the percent of students reading 2 year below grade level: (Please use professional judgment, using all appropriate tools you have)

Section 1:

Section 2:

Section 3:

Section 4:

11. For each of your *READ 180* sections, please estimate the percent of students reading 3 or more years below grade level: (Please use professional judgment, using all appropriate tools you have)

Section 1:

Section 2:

Section 3:

Section 4:

12. Indicate the number of ESOL students in each of the *READ 180* sections you teach:

Section 1:

Section 2:

Section 3:

Section 4:

13. Indicate the number of ESE students in each of the READ 180 sections you teach:

Section 1:

Section 2:

Section 3:

Section 4:

Use the following chart to indicate how many minutes each of your READ 180 sections meets each date. (Type in the number of minutes in the boxes below. If a READ 180 section does not meet on a day, type "0" in the box for that day.)

14. Section 1:

Monday

Tuesday

Wednesday

Thursday

Friday

15. Section 2:

Monday

Tuesday

Wednesday

Thursday

Friday

16. Section 3:

Monday

Tuesday

Wednesday

Thursday

Friday

17. Section 4:

Monday

Tuesday

Wednesday

Thursday

Friday

24. Do you have any of the *READ 180* Topic CDs in your classroom?
- Yes No Don't know
25. A complete set of *READ 180* Topic CDs includes nine different CDs (different titles). How many complete sets of Topic CDs do you have in your classroom?
- I do not have a complete set of Topic CDs
 1-3 sets
 4 sets
 5 sets
 6 or more sets
26. Do you have any of the *READ 180* Paperbacks in your classroom?
- Yes No Don't know
27. A complete set of *READ 180* Paperbacks includes 40 different books (different titles). How many complete sets of Paperbacks do you have in your classroom?
- I do not have a complete set of Paperbacks
 1-3 sets
 4 sets
 5 sets
 6 or more sets
28. Do you have any of the *READ 180* Audiobooks in your classroom?
- Yes No Don't know
29. A complete set of *READ 180* Audiobooks includes 12 different Audiobooks (different titles). How many complete sets of Audiobooks do you have in your classroom?
- I do not have a complete set of Audiobooks
 1-3 sets
 4 sets
 5 sets
 6 or more sets

30. Scholastic provides a number of guides to help you use READ 180. For each of the guides listed in the left-hand column below, please select the statement or statements that describe your experience in using the guide:

	The guide has helped me understand <i>READ 180</i>	The guide has helped me to be more effective with my students	The guide has not been very useful	N/A: I have a copy of this guide, but I have not read it	N/A: I do not have a copy of this guide
Teacher's Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and Grammar Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's Resource Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for English-Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test-Taking Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Have you administered the Scholastic Reading Inventory (SRI) to all of your *READ 180* students during the current school year?

Yes No

32. About how many times will you administer the SRI to your students this year, including administrations that you have already completed? (select one)

One time Five times
 Two times More than five times
 Three times Don't know
 Four Times

33. Briefly describe your most recent experience in using the READ 180 Scholastic Management Suite (SMS). How often do you use the SMS and for what purposes?

34. In general, how long do your *READ 180* students remain in the program? (select one)

It varies too much to generalize The whole school year
 One Semester More than a year (how long)

35. Which of the following statements best describes the reason why most students leave *READ 180*? (select one)

- They reach proficiency as readers, as measured by the SRI
- They reach proficiency as readers, as measured by the PIAP or Common Assessment
- They complete a regular school term
- It varies too much to generalize
- Don't know
- Other (please specify) _____

36. Approximately what proportion of students in your *READ 180* classes experience gains in their test scores (SRI or another standardized process) while enrolled in the *READ 180* program? (select one) Use your past years experience to respond to this question

- All students
- Most students
- Some students
- A few students
- No students
- It's too soon to tell how many students experience gains in test scores
- Don't know

37. How are students selected to enroll in *READ 180*?

- Who makes the decisions?
- What factors are considered?
- In general, are the selection criteria applied consistently to all students?

38. If some of your *READ 180* students experience higher gains in test scores than others, please use this space to briefly describe the students who benefit the most:

39. Using YOUR most recent READ 180 class session as an example, briefly describe how the session was organized in terms of the kinds of teaching and learning activities and the amount of time devoted to each one.

40. Is this the general pattern of all of your READ 180 classes? If not, briefly describe how the class sessions vary.

41. What are your observations about the impact of READ 180 on student outcomes? (please consider reading, achievement in other subject areas, and student behavior.)
What are the specific indicators that you see?
Does READ 180 have more or less the same impact on all students?
If not, how does the impact vary?

42. What have been the biggest challenges in implementing and using READ 180? How have you overcome the challenges?

43. Would you recommend READ 180 to other teachers? Why or why not? (please include any reservations or conditions to your recommendation)

44. Thank you for completing the survey. Please use this area to address issues that you feel have not been addressed in this survey which are related to the implementation of READ 180.